

Center Independent School District

District Improvement Plan

2025-2026



Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

Value Statement

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

Table of Contents

Goals	4
Goal 1: The Superintendent and his administration will foster a learning environment that promotes students reaching their annual growth measure for all content areas for all campuses.	4
Goal 2: Graduates will show post-secondary readiness as determined by TEA and represented in the CCMR indicator of A-F accountability.	10
Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.	12
Goal 4: The District will provide parent and family engagement opportunities to encourage the development of strong relationships and community involvement.	24
Goal 5: The District will establish systems to improve communication with all stakeholders both internally and externally.	25
State Compensatory	27
Budget for District Improvement Plan	27
Personnel for District Improvement Plan	27
Title I Personnel	31
District Education Improvement Committee	32
Assurances	34
Statutorily Required Assurances	34
District Funding Summary	35
Addendums	37

Goals

Goal 1: The Superintendent and his administration will foster a learning environment that promotes students reaching their annual growth measure for all content areas for all campuses.

Performance Objective 1: At least 75% of students will reach their annual growth goals for Reading/ELAR.

High Priority

Evaluation Data Sources: MCLASS Screeners, MAP testing, Neuhaus, DMAC Assessment Data, McGraw Hill

Strategy 1 Details	Reviews			
<p>Strategy 1: The District will provide vertically aligned instructional activities utilizing district approved curriculum, resources, and supplies.</p> <p>Strategy's Expected Result/Impact: Increased student growth in reading skills and comprehension.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p> <p>Funding Sources: Classroom Supplies - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$1,261, Bilingual Classroom Supplies - 263-Title III - \$1,999, Region Service Center - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$96,370, Student Classroom Programs - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$130,000, Region Service Contracts - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$3,400, Region Service Contracts - 263-Title III - \$23,000, Region Service Contracts - 204-ESEA, Title IV Part A-Safe & Drug Free Schools - 289 - \$6,200, Student Classroom Programs - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - Title V - \$71,400,000</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Data from content based screeners and curriculum based assessments will be analyzed regularly to determine best practice for supporting students in meeting their annual growth goals through instructional adjustments and interventions.</p> <p>Strategy's Expected Result/Impact: Improve instructional strategies and increase student growth in reading.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p> <p>Funding Sources: Reading Specialist, Curriculum Directors, Reading Teachers, Instructional Aides, RTI/Reading Support - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$588,605</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
<p>Strategy 3: To promote writing across all grade levels, the District will utilize an aligned writing method for constructed responses to be implemented in all content areas.</p> <p>Strategy's Expected Result/Impact: Improve instructional strategies and increase student writing skills for SCRs and ECRs.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: The Superintendent and his administration will foster a learning environment that promotes students reaching their annual growth measure for all content areas for all campuses.

Performance Objective 2: At least 75% of students will reach their annual growth goals for Math.

High Priority

Evaluation Data Sources: MCLASS Math Screener, MAP testing, DMAC Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide vertically aligned instructional activities utilizing district approved curriculum, resources, and supplies. Strategy's Expected Result/Impact: Improve instruction, increase student achievement, and decrease learning gaps. Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Data from content based screeners and curriculum based assessments will be analyzed regularly to determine best practice for supporting students in meeting their annual growth through instructional adjustments and interventions. Strategy's Expected Result/Impact: Improve instructional strategies and increase student achievement to decrease learning gaps. Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p>	Formative			Summative
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Goal 1: The Superintendent and his administration will foster a learning environment that promotes students reaching their annual growth measure for all content areas for all campuses.

Performance Objective 3: At least 75% of students will reach their annual growth goals for Science and Social Studies.

Evaluation Data Sources: CBAs, DMAC Assessments, HMH, SAVVAS, Studies Weekly, Exploros, Lowman,

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide vertically aligned instructional activities utilizing district approved curriculum, resources, and supplies.</p> <p>Strategy's Expected Result/Impact: Improve instruction, increase student achievement, and decrease learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Data from content based screeners and curriculum based assessments will be analyzed regularly to determine best practice for supporting students in meeting their annual growth goals through instructional adjustments and interventions.</p> <p>Strategy's Expected Result/Impact: Improve instructional strategies and increase student achievement for Science and Social Studies concepts.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: The Superintendent and his administration will foster a learning environment that promotes students reaching their annual growth measure for all content areas for all campuses.

Performance Objective 4: At least 75% of students will reach their annual growth goals for non-core content areas.

Evaluation Data Sources: ICEV, CBAs, Student Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will provide vertically aligned instructional activities utilizing district approved curriculum, resources, and supplies.</p> <p>Strategy's Expected Result/Impact: Increase enrollment in CTE classes, increase completion of industry based certifications, CCMR points earned, and improved graduation rates.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, CTE Counselor, CTE Teachers, Instructors</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Data from content based screeners and curriculum based assessments will be analyzed regularly to determine best practice for supporting students in meeting their annual growth goals through instructional adjustments and interventions.</p> <p>Strategy's Expected Result/Impact: Increased number of earned endorsements and certifications.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, CTE Counselor, CTE Teachers, Instructors</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop and align the organization and focus of extracurricular programs in grades 6-12.</p> <p>Strategy's Expected Result/Impact: Increased number of earned endorsements and certifications.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Chief Academic Officer, Director of Curriculum & Instruction, CTE Counselor, CTE Teachers, Instructors</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The Superintendent and his administration will foster a learning environment that promotes students reaching their annual growth measure for all content areas for all campuses.

Performance Objective 5: Center ISD will establish attendance expectations of 96% for all students and employees.

High Priority

Evaluation Data Sources: PEIMs attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Student and employee attendance will be monitored weekly by campus administrators, PEIMS coordinators, and Student Needs Liaisons.</p> <p>Strategy's Expected Result/Impact: Increase student attendance, achievement, and performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PEIMS clerk, Student Needs Liason, Counselors, Teachers, Instructors</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Considerable		
Strategy 2 Details	Reviews			
<p>Strategy 2: Truancy measures will be established and aligned across the district for monitoring, tracking, and documentation of excessive absenteeism.</p> <p>Strategy's Expected Result/Impact: Increase student attendance, achievement, and performance.</p> <p>Staff Responsible for Monitoring: Campus Administrators, PEIMS clerk, Student Needs Liason, Counselors, Teachers, Instructors</p>	Formative			Summative
	Dec	Feb	Apr	June
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Goal 2: Graduates will show post-secondary readiness as determined by TEA and represented in the CCMR indicator of A-F accountability.

Performance Objective 1: Professional development and collaboration of campus-level staff in use, application, and monitoring PGP and PEIMS coding.

Evaluation Data Sources: PEIMS reports

Strategy 1 Details	Reviews			
Strategy 1: Conduct audit and provide professional development for PEIMS coding procedures. Strategy's Expected Result/Impact: Quality PEIMS coding Staff Responsible for Monitoring: PEIMS Coordinator, Campus Administrators, CTE Director	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
Strategy 2: Use district created CCMR tracker to monitor and review PEIMS data in an integral format. Strategy's Expected Result/Impact: Quality PEIMS coding Staff Responsible for Monitoring: PEIMS Coordinator, Campus Administration, CTE Coordinator	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Graduates will show post-secondary readiness as determined by TEA and represented in the CCMR indicator of A-F accountability.

Performance Objective 2: The number of CISD graduates earning a CCMR point will increase by 1% each year for the next 5 years.

Evaluation Data Sources: Increased percentages of students earning CCMR points.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote completion of CTE coherent sequence of courses. Strategy's Expected Result/Impact: Increased number of earned endorsements and certifications. Staff Responsible for Monitoring: Campus Administrators, CTE Director, Counselors, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote military option knowledge via ASVAB assessments and recruiter visits. Strategy's Expected Result/Impact: Increased military enlistment Staff Responsible for Monitoring: Campus Administrators, CTE Director, Counselors, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
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Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 1: The district will develop and implement emergency procedures for the security of all students, faculty, and staff.

Evaluation Data Sources: The annual review, updating, and application of the District Emergency Operations Plan with each campus receiving training.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus will establish a Threat Assessment Team and Safety Committee that will meet quarterly to review and discuss campus security needs and report concerns to the District Chief of Police and Safety Director.</p> <p>Strategy's Expected Result/Impact: Increased safety and security at all district facilities.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Chief of Police, Maintenance Director, Safety Director, Campus SROs, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 No Progress	 Some Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will utilize and train all staff in using the RAPTOR emergency management system for safety drills as a proactive measure in the event of a true emergency situation.</p> <p>Strategy's Expected Result/Impact: Increased security measures that support notification, communication, and preparedness in a crisis or emergency.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Chief of Police, Maintenance Director, Safety Director, Campus SROs, Campus Administrators, Teachers and Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: A Student Resource Officer is stationed at each campus and will conduct daily security checks.</p> <p>Strategy's Expected Result/Impact: Increased security and safety</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Chief of Police, Student Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
<p>Strategy 4: Security and facility audits will be conducted regularly by Maintenance and Safety Directors to correct any areas of concern to provide a safe and functional environment for faculty, staff, and students.</p> <p>Strategy's Expected Result/Impact: Campus facility improvements and increased safety and security</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Maintenance Director, Safety Director, Maintenance Staff, and Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
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Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 2: The District will develop discipline management systems and procedures to decrease disciplinary issues and promote a positive learning environment.

Evaluation Data Sources: Decreased office referrals, PEIMS data, TTESS observations, Campus Culture Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus will develop a discipline matrix that is aligned to determine steps for handling misconduct. Strategy's Expected Result/Impact: Reduction in office referrals, safer and positive learning classroom environments Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, Campus Administrators, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Each campus will develop and train teachers to follow a Discipline Management System to help enforce expectations, monitor and track discipline issues, and administer consequences equitably. Strategy's Expected Result/Impact: Maximize instructional time, decrease office referrals, improved campus culture Staff Responsible for Monitoring: Chief Academic Officer, Campus Administrators, Teachers, Support Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: To monitor trends with discipline issues within the district, each campus will designate a Discipline Committee that meets quarterly to review and discuss discipline data following an agenda that will be reported at the District Discipline Meetings. Strategy's Expected Result/Impact: Decreased discipline referrals and improved campus culture Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Chief Academic Officer, Campus Administrators, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		

Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development will be provided to support teachers in classroom management strategies, de-escalation through CPI, bullying prevention measures, and parent communication techniques.</p> <p>Strategy's Expected Result/Impact: Safer classrooms, positive campus culture & climate</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Special Education Director, Director of Curriculum & Instruction, Campus Administrators, Teachers, and Support Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
Strategy 5 Details	Reviews			
<p>Strategy 5: Additional support staff will be utilized at each campus to support and target sub-pops that are typically at higher risk for discipline related issues through regular data analysis with the SpEd Director, Campus Administrators, and Counseling staff.</p> <p>Strategy's Expected Result/Impact: Improved instructional opportunities, decrease teacher to student ratios, decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Director of Curriculum & Instruction, SpEd Director, Campus Administrators, Counseling staff, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 3: The District will create a campus culture that supports the social and emotional needs of all students and staff.

Evaluation Data Sources: Campus & District surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: All staff will complete required Professional Development through Eduhero for training and education on recognizing, identifying, and supporting the social and emotional needs of staff and students.</p> <p>Strategy's Expected Result/Impact: Appropriate actions by staff and students in incidents</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Campus Administrators,</p> <p>Funding Sources: Eduhero Region 6 - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$5,830</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: The School Health Advisory Council (SHAC) will meet quarterly to coordinate school health programs at the campus and district level.</p> <p>Strategy's Expected Result/Impact: Improved safety and health reports, Increased parent/community engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Counselors, Campus Nurses,</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Each campus will follow a district approved SEL curriculum to promote character education development and provide an anti-bullying program that fosters a safe and positive campus culture.</p> <p>Strategy's Expected Result/Impact: Increased student attendance, decreased discipline referrals, safer schools</p> <p>Staff Responsible for Monitoring: Director of Special Services, Special Services Personnel, Campus Administrators, Counselors, Student Needs Liasons</p> <p>Funding Sources: Character Strong (Primary, Elementary, & Middle School) - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$3,000</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 4: Support the development and growth of all staff members through a variety of supports to retains employees.

Evaluation Data Sources: Increased teacher retention

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development is provided to all staff members throughout the year to target specific populations, needs, and programs such as: New to the Profession Teachers Teacher and Administrator Conferences Paraprofessional Training New Program Implementation Training Contracted Services through Region Service Center</p> <p>Strategy's Expected Result/Impact: Meet compliance requirements, improved teacher performance, TTESS evaluations, Administrator Evaluations</p> <p>Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, Director of Curriculum & Instruction, Campus Principals, HR Director</p> <p>Funding Sources: Region Service Center Contracted Services - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$102,200, Principal Conference (TEPSA and TASSP) - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$4,344, Principi pl Conference ED11 - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$260, Teacher Conference FrogStreet - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$599, Conference Texas CIT Association - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$250</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
<p>Strategy 2: Stipends, reimbursement, and paid internship opportunities are provided to recruit and support non-certified and certified staff through programs such as: Paid Internships for Student Teachers Certification fees paid upon successful completion of ESL, BIL, National Board Certification Stipends for STAAR tested subjects Stipends for Bilingual teachers Stipends for Recruiting High Needs Positions</p> <p>Strategy's Expected Result/Impact: Increased teacher retention, Complete certification requirements, Improved Campus Culture</p> <p>Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, Director of Curriculum & Instruction, Campus Principals, HR Director</p> <p>Funding Sources: Bilingual/Spanish Stipends - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$48,860, Host/Mentor Teacher Stipends - 255, ESEA Title II, Part A-Teacher & Principal Tra - \$4,587, Paid Internship for Student Teachers - 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$71,135, ESL Testing Fee Reimbursement for Passing Successfully - 199-General Fund - Bilingual - \$357, ESL/Bilingual Instructional Aide - 263-Title III - \$32,900</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: The district adopted a 4-day Instructional Calendar for the 2025-2026 school year to attract and employ new staff members as well as provide intentional breaks within the year that supports the mental well being of all staff.</p> <p>Strategy's Expected Result/Impact: Increased teacher retention and recruitment, positive campus culture, improved morale</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Campus Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Accomplished	 Accomplished	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 5: Provide appropriate and necessary related services to meet the needs of students to help them adjust academically, mentally, and physically to assist with attendance and promote success.

Evaluation Data Sources: Improved student attendance and performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus is equipped with a Counselor and Student Needs Liaison to support the mental and emotional needs of students experiencing thoughts of suicide following district aligned protocols.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators, Student Needs Liasons, Counselors</p> <p>Funding Sources: Student Needs Liaison - 204-ESEA, Title IV Part A-Safe & Drug Free Schools - \$67,360</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Students in need of special services, academic supports, or other academic programs will be provided the appropriate services and resources through district or community programs. Including but not limited to the following sub-populations: Special Education Gifted and Talented Students At-Risk Emergent Bilinguals</p> <p>Strategy's Expected Result/Impact: Increased program compliance, improved student services, increased student achievement and performance</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instruction, Federal Programs Director, Sped Director, Chief Academic Officer, Campus Principals</p> <p>Funding Sources: GT Staff Salary - 199-General Fund - GT - \$64,685, BIL Instructional Aide Salary - 263-Title III - \$51,509, Careportal - 204 ESEA, Title IV, Part A-Safe & Drug Free School - 289 - \$500, TestHound - 204-ESEA, Title IV Part A-Safe & Drug Free Schools - 289 - \$8,630</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 6: Provide Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help students adjust academically, mentally, and physically and stay in school.

Evaluation Data Sources: PEIMS data , PRS program student files

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Compensatory Education Home Instruction (CEHI) for the regular education student by a certified teacher.</p> <p>Strategy's Expected Result/Impact: Lower drop-out rate, higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services, Director of Federal Programs, Campus Counselors, School Nurse, CEHI Instructor</p> <p>Funding Sources: PRS Services - 199 Supplies & Materials - \$1,796</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide individual counseling, peer counseling/ support group, and self-help programs.</p> <p>Strategy's Expected Result/Impact: Lower drop-out rate, higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Special Services, Director of Federal Programs, Campus Counselors, School Nurse, CEHI Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide transportation for children of students to/from the campus or childcare center.</p> <p>Strategy's Expected Result/Impact: Lower drop-out rate, higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Director of Special Services, Director of Transportation, Campus Counselor, School Nurse, CEHI Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide transportation for PRS students to/from home and /or campus (if the student meets CISD transportation guidelines).</p> <p>Strategy's Expected Result/Impact: Lower drop-out rate, higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Director of Special Services, Director of Transportation, Campus Counselor, School Nurse, CEHI Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide instruction related to child development, parenting, and home and family living.</p> <p>Strategy's Expected Result/Impact: Lower drop-out rate, higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Director of Special Services, Director of Transportation, Campus Counselor, School Nurse, CEHI Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health, and nutrition programs.</p> <p>Strategy's Expected Result/Impact: Lower drop-out rate, higher completion rate</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Director of Special Services, Director of Transportation, Campus Counselor, School Nurse, CEHI Instructor</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: The Superintendent will establish learning environments that are safe, well-disciplined, and conducive to learning.

Performance Objective 7: Provide dating violence safety training to staff and awareness education to students and parents so that symptoms are easily recognized and addressed appropriately.

Dating Violence occurs when a person in a current or past relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. Including but not limited to: name calling, physical or sexual abuse, stalking, threats to commit suicide or homicide if the student ends the relationship, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Training will be provided annually to all district staff covering the definition of dating violence and preventative actions to take when receiving a report that dating violence has occurred. Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Accomplished	 Accomplished	 Accomplished	
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors are available to provide information and awareness education to students, staff, and parents, about the dangers of dating violence and to provide counseling and resources for seeking help. Staff Responsible for Monitoring: Administrators, Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
<p>Strategy 3: When a report is made concerning dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator. Appropriate actions will be taken to enforce protective orders and/or school based alternatives to protective orders. Staff Responsible for Monitoring: Administrators, District Achool Resource Officers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: The District will provide parent and family engagement opportunities to encourage the development of strong relationships and community involvement.

Performance Objective 1: Promote parental and community involvement through a variety of educational and social events.

Evaluation Data Sources: Calendars, Agendas, Sign-In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent conferences and Parent Education Nights will be conducted each semester to inform and provide ideas and strategies to equip parents with tools, resources, and activities that can be utilized in the home to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, Improved Student Performance</p> <p>Staff Responsible for Monitoring: Superintendent, Chief Academic Officer, Director of Curriculum & Instruction, Director of Federal Programs, Campus Administrators, Teachers</p> <p>Funding Sources: PFE Parent Night Supplies - 211-ESEA Title 1, Part A-Improving Basic Programs - \$10,199, PFE Bilingual Parent Night Supplies - 263-Title III - \$1,025</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will promote parent involvement and attendance for school social events such as: Sporting Events Community Outreach Opportunities UIL Events End of Year Awards & Scholarship Assemblies Band Concerts Extracurricular Competitions</p> <p>Strategy's Expected Result/Impact: Increased participation in extracurricular events, increased parent and community engagement</p> <p>Staff Responsible for Monitoring: Superintendent, Program Directors, Campus Administrators, Event Coaches, Counselors, Student Needs Liasons, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Some Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: The District will establish systems to improve communication with all stakeholders both internally and externally.

Performance Objective 1: Inform parents and community members of district success and progress.

Evaluation Data Sources: Increased parent engagement and communication

Strategy 1 Details	Reviews			
<p>Strategy 1: A Communication Specialist is employed to keep school employees, parents, and community members informed about school events, programs, and other necessary information utilizing all social media platforms such as: CISD Website Facebook Email Local Media Outlets Parent Square</p> <p>Strategy's Expected Result/Impact: Increased parent and community participation, attendance, and engagement Staff Responsible for Monitoring: Superintendent, Campus Administrators, Communication Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize community forums that promote the access and use of parent portal and online registration.</p> <p>Strategy's Expected Result/Impact: Increased parent and community participation, attendance, and engagement Staff Responsible for Monitoring: Superintendent, Campus Administrators, Communication Specialists, PEIMS Coordinator</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: The District will establish systems to improve communication with all stakeholders both internally and externally.

Performance Objective 2: Develop systems for improved communication on each campus.

Evaluation Data Sources: Increased parent and community engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus Leadership Team will conduct weekly meetings following a structured agenda to effectively communicate and target specific areas that will be further communicated with all stakeholders.</p> <p>Strategy's Expected Result/Impact: Improved systems for communication and planning</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Director of Curriculum & Instruction, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Some Progress	 Moderate Progress		
Strategy 2 Details	Reviews			
<p>Strategy 2: The superintendent will conduct quarterly Instructional Leadership Team Meetings to discuss district needs, enforce expectations, and ensure delivery of information is clearly communicated to maintain consistency across all campuses and programs.</p> <p>Strategy's Expected Result/Impact: Alignment of systems and procedures, improved implementation of programs, and increased accountability</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Chief Academic Officer, Director of Curriculum & Instruction, Campus Administration, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	June
	 Moderate Progress	 Moderate Progress		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 46.041

Brief Description of SCE Services and/or Programs

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Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Addison, Sherri	Aide, Instructional	1
Aguilar, Vivian	Child Care Provider	1
Araiza, Blanca	Teacher	0.109
Arcibar, Jessica	Aide, Instructional	1
Berry, Betty	Aide, Instructional	1
Buenrostro, Dyana	Teacher	0.111
Burns, Holly	Teacher	0.111
Burns, Macy	Teacher	0.105
Calhoun, Kinyata	Aide, Instructional	1
Combs, Andi	Teacher	0.112
Crawford, Robin	Aide, Instructional	1
Crouch, Tiffany	Teacher	0.11
Denby, Brandi	Teacher	0.111
Dykes, Mackenzie	Aide, Instructional	1
Espinosa, Samantha	Aide, Instructional	1
Fanner, T-Keeyah	Teacher	0.088
Feaster, Caitlyn	Teacher	0.122
Fults, Stephanie	Teacher	0.115

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Furlow, Michael	Teacher	1
Gaddy, Stephanie	Teacher	0.113
Gardner, Debra	Aide, Instructional	1
Gonzalez Arcivar, Edith	Aide, Instructional	1
Gonzalez, Guadalupe	Aide, ISS/SAC	1
Gregory, Kara	Teacher	0.885
Gurley, Jessica	Teacher	0.111
Hand, Leland	Teacher	0.888
Helms, Patricia	Teacher	0.112
Hernandez, Perla	Aide, Instructional	1
Hightower, Laura	Teacher	0.106
Hill, Jamarian	Teacher	0.107
Hooks, Lanie	Aide, Instructional	1
Horn, Maria	Teacher	0.116
Hughes, Heather	Aide, Instructional	1
Jackson, John	Teacher	0.875
Johnson, Ruby	Teacher Digital	1
Jones, Jennifer	Admin Assistant to Federal Programs	0.65
Lopez, Christina	Aide, Instructional	1
Love, Monique	Aide, Instructional	1
Lynch, Penny	Aide, Instructional	1
Martinez Rodriguez, Claudia	Aide, Instructional	1
Massey, Katherine	Teacher	0.109
McDaniel, Braileigh	Aide, Instructional	1
McGee, Tamiko	Aide, ISS/SAC	1
Metcalf, Samantha	Aide, Instructional	1
Morales, Angelica	Teacher	0.106
Morris, Meredith	Teacher, Math Specialist	0.888
Morris, Traci	Aide, Instructional	1
Murphree, Carlton	Teacher	0.106
O'Rear, Ciara	Teacher	0.107

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Owens, Karen	Teacher	0.11
Parker, Janet	Teacher	0.114
Preston, Karen	Teacher	0.105
Radney, Amanda	Teacher	0.115
Rafael, Raquel	Aide, Instructional	1
Ramirez, Yoana	Aide, ESL/BIL	1
Ratcliff, Patti	Aide, Instructional	1
Ruiz Siso Lopez, Johanna	Teacher	0.104
Ruiz, Shanell	Teacher	0.114
Sanders, Elizabeth	Aide, Instructional	1
Santana, Ruth	Teacher	0.113
Sikes, Trista	Teacher	0.106
Smith, Gillian	Aide, Instructional	1
Sparks, Michael	Digital / Online Learning Cordinator	0.828
Spence, Wendy	Teacher	0.111
Stanberry, Marrissa	Teacher	0.113
Stanley, Carla	Aide, Instructional	1
Stephens, Jody	Academic Advisor	0.869
Stone, Stephanie	Teacher	0.109
Swindle, Deshonda	Instructional Paraprofessional	1
Tomlin, Rani	Teacher	0.106
Waller, Christopher	Teacher	0.106
Walton, Sumer	Aide, Instructional	1
Watson, Kolby	Athletic Trainer Asst.	0.011
Weaver, Alicia	Teacher	0.101
Wheeler, Shelby	Teacher	0.103
White, Haley	Teacher	0.118
White, Nicole	Aide, Instructional	1
Wilkes, Marissa	Teacher	0.106
Williams, Quantrina	Teacher	0.106
Williams, Stephanie	Aide, Instructional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Williams, Zakethia	Aide, Instructional	1
Windham, Kira	Aide, Instructional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abernathy, Shannon	Elar English Teacher	Title 1	1
Briggs, Callie	ELAR Reading Teacher	Title 1	1
Caston, Bonnie	Student Intern	Title 1	1
Edwards, Codie	ELAR Reading Teacher	Title 1	1
Evans, Brianna	Digital Learning Coordinator	Title 1	1
Evans, Deshalon	RTI Clerk / Reading Support	Title 1	1
Johnson, Sarah	Student Intern	Title 1	1
Leon, Daniela	Student Intern	Title 1	1
Mathews, Amber	Director of Curriculum and Instruction	Title 1	1
Porter Carissa	RTI Clerk / Reading Support	Title 1	1
Ramirez, Lucerito	Aide, Instructional Computer Lab	Title 1	1
Roberts, Alecia	RTI Clerk / Reading Support	Title 1	1
Stanford, Diana	Reading Specialist	Title 1	1
Sullivan, Christy	Reading Interventionist	Title 1	1
Weatherly, Katherine	Student Intern	Title 1	1

District Education Improvement Committee

Committee Role	Name	Position
Parent	LaTrisa Barkins	Parent CMS
Paraprofessional	Cassie Belrose	Paraprofessional FLM
Parent	Colton Belrose	Parent FLM CES
District-level Administrator	Brandy Bennefield	Chief Academic Officer
Teacher	Colton Bragg	Teacher CMS
Parent	Connie Brinson	Parent CHS
Parent	Pricilla Cockerham	Parent FLM CES
Teacher	Kathy Davis	Teacher FLM
Parent	Marquita Garrett	Parent CHS
Special Services Representative	Claudia Gonzalez-Tello	Special Services Assistant
Administrator	Matt Gregory	Assistant Principal CHS
Administrator	Heath Hagler	Principal CHS
Teacher	Nora Harrington	Teacher CMS
District-level Professional	Jake Henson	Superintendent
Parent	Marlene Hernandez	Parent FLM CHS
Teacher	Kenneth Horsley	Teacher CES
District-level Professional	Inez Hughes	Director of Federal Programs
District-level Administrator	Carey Jordan	Director of Special Services
School Safety and Security Resource Officer	Pete Low	CISD Chief of Police
Community Representative	Robbie Low	Community
District-level Professional	Amber Mathews	Director of Curriculum and Instruction
Administrator	Tim Norman	Assistant Principal CHS
Parent	Kim Payne	Parent
Teacher	Jaimee Stephens	Teacher CES
Administrator	Thomas Swearingen	Director of Roughrider Academy
Administrator	Jennifer Tomlin	Principal CMS
Teacher	Sharlynn Ventura	Teacher FLM

Committee Role	Name	Position
Administrator	Jessica Wallace	Principal FLM
District-level Professional	Brett Wheeler	Director of 504
Student Needs Liaison CHS	Michelle Whiddon	Student Needs Liaison
Administrator	Sally Wilburn	Principal CES

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 Supplies & Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1	PRS Services		\$1,796.00
Sub-Total					\$1,796.00
211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region Service Center		\$96,370.00
1	1	1	Student Classroom Programs		\$130,000.00
1	1	1	Classroom Supplies		\$1,261.00
1	1	2	Reading Specialist, Curriculum Directors, Reading Teachers, Instructional Aides, RTI/Reading Support		\$588,605.00
3	3	1	Eduhero Region 6		\$5,830.00
3	3	3	Character Strong (Primary, Elementary, & Middle School)		\$3,000.00
3	4	1	Region Service Center Contracted Services		\$102,200.00
3	4	2	Paid Internship for Student Teachers		\$71,135.00
Sub-Total					\$998,401.00
255, ESEA Title II, Part A-Teacher & Principal Tra					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region Service Contracts		\$3,400.00
3	4	1	Conference Texas CIT Association		\$250.00
3	4	1	Teacher Conference FrogStreet		\$599.00
3	4	1	Principal Conference (TEPSA and TASSP)		\$4,344.00
3	4	1	Principapl Conference ED11		\$260.00
3	4	2	Host/Mentor Teacher Stipends		\$4,587.00
3	4	2	Bilingual/Spanish Stipends		\$48,860.00
Sub-Total					\$62,300.00
270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Classroom Programs	Title V	\$71,400,000.00

270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$71,400,000.00
204 ESEA, Title IV, Part A-Safe & Drug Free School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	2	Careportal	289	\$500.00
Sub-Total					\$500.00
199-General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	ESL Testing Fee Reimbursement for Passing Successfully	Bilingual	\$357.00
3	5	2	GT Staff Salary	GT	\$64,685.00
Sub-Total					\$65,042.00
204-ESEA, Title IV Part A-Safe & Drug Free Schools					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region Service Contracts	289	\$6,200.00
3	5	1	Student Needs Liaison		\$67,360.00
3	5	2	TestHound	289	\$8,630.00
Sub-Total					\$82,190.00
211-ESEA Title 1, Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	PFE Parent Night Supplies		\$10,199.00
Sub-Total					\$10,199.00
263-Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region Service Contracts		\$23,000.00
1	1	1	Bilingual Classroom Supplies		\$1,999.00
3	4	2	ESL/Bilingual Instructional Aide		\$32,900.00
3	5	2	BIL Instructional Aide Salary		\$51,509.00
4	1	1	PFE Bilingual Parent Night Supplies		\$1,025.00
Sub-Total					\$110,433.00

Addendums

Appendix- LEA Program Plan Requirements

Title I, Part A	
LEA Plan Requirement	Description of Requirement
Timely and Meaningful Consultation	<p>Center ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on pages 30 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee meetings are scheduled for the following dates: November, February, May. The district will consult with and seek input from committee members to monitor the District Improvement Plan through three formative assessments (December, February, April) and a summative assessment in June. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in March and April. The committee will utilize CNA results and survey results to create the 2025-2026 District Improvement Plan in April and May.</p>
Coordination	<p>Center ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> ● Title II, Part A ● Title III, Part A ● Title IV, Part A ● Title V, Part B ● Individuals with Disabilities Act (IDEA) ● Carl D. Perkins Career and Technical Education Act of 2006 ● McKinney-Vento Homeless Assistance Act ● ESSER II & III ● SCE <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>

<p>Challenging State Academic Standards</p>	<p>Center ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by certified teachers, after-school tutorials with TEKS-aligned materials, and paraprofessionals who work with small groups of students.</p>
<p>Periodic Review and Revisions</p>	<p>Center ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for February and April/May and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.</p>
<p>Required Descriptions:</p>	
<p>Description #1: How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—</p> <ol style="list-style-type: none"> 1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2. Identifying students who may be at risk for academic failure; 3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	<p>Center ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders including administrators, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Center ISD has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon screeners, teacher observation, and CBAs. Interventions are discussed, implemented, and monitored by the campus RTI committee.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Center ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working</p>

	<p>to continually improve the district and campus climate by utilizing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.</p>
<p>Description #2: How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers</p>	<p>Annually, during the spring and summer of each year, Center ISD administrators look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.</p>
<p>Description #3: The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Center ISD uses a composite of National School Lunch Program (NSLP), Medicaid, Temporary Assistance to Needy Families (TANF), and Supplemental Nutrition Assistance Program (SNAP) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 Economically Disadvantaged codes to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<p>Description #4: The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs</p>	<p>All of Center ISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.</p>
<p>Description #5: The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p>Center ISD currently serves approximately 41 homeless children and youth.</p> <ol style="list-style-type: none"> 1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a McKinney-Vento Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The McKinney-Vento Liaison also facilitates enrollment by collaborating with other homeless liaisons and staff from other

	<p>districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</p> <ol style="list-style-type: none"> 2. Attendance: The McKinney-Vento Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed. Funds are reserved to provide for necessities and transportation of homeless children and youth. 3. Success: The District provides services to support homeless children and youth with school success by having the McKinney-Vento Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the McKinney-Vento Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The McKinney-Vento Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.
<p>Description #6: The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Center ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2024-2025 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p> <p>https://www.centerisd.org/upload/page/0073/2019-2020/CISD%20Parental%20Involvement%20Policy_English.pdf</p>
<p>Description #7: If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>Our preschool classes are located on our Primary campus, FL Moffett. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-K students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Our PreK program currently uses Frog Street Curriculum. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>
<p>Description #8: How the LEA will implement strategies to</p>	<p>Center ISD works hard to coordinate with its higher education partner, Stephen F Austin, Panola Jr. College and local employers to prepare its high school students to transition into</p>

facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses, such as Stephen F Austin and Panola, Jr College. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.

A list of work-based learning, career and technical education, internships, mentorships and job placement programs offered by Center ISD are as follows:

- Career Preparation I
- Career Preparation I/ Extended Career Preparation
- Career Preparation II
- Career Preparation II/ Extended Career Preparation
- Practicum in Business Management
- Practicum in Construction and Technology
- Practicum in Health Science (CNA, Phlebotomy)
- Practicum in Culinary Arts
- Practicum in Manufacturing

Center ISD has a strong commitment to providing equity and access to all students, including special population groups, by taking steps to actively promote and recruit for CTE programs. Recruitment opportunities are both formal and informal and occur across the grade level continuum to promote early/foundational awareness. Formal activities include: 1) Hosting an annual Career/College Fair (either virtual or in-person) to provide opportunities for interaction with both business/industry representatives and college recruiters. All student populations are included. (2) 5th grade tour of the CTE programs prior to middle school transition (all populations); (3) 8th grade CTE program tours and activities/demonstrations - all populations; (4) Non-traditional career activities-all pops; (5) Equal Opportunity Pub magazine access: Af Am Career World, Hispanic Career World, Women in Engineering, Careers for Disabled. A Programs of Study handbook is provided to all incoming 9th graders; online information has been enhanced to ensure access to students, parents and community stakeholders.

At the beginning of each semester in our Exploring Career classes, the 8th graders take a Pre-test which is a Career Interest Survey (<http://www.ucango2.org>) The surveys are kept by the teach to compare and contrast to the Post-test they take at the end of the semester (Career Clusters Interest Survey). Our Career teacher follows the Texas Oncourse College and Career

	<p>Readiness Curriculum. Each unit has a college and Career Readiness component along with a Performance Assessment that ranges in various activities to show student comprehension and growth. The culminating activity is to use the knowledge and skills that they have learned over the course of the semester and choose what path they would like to take in High School. They will work with the school counselor and the Career teacher to choose their 9th grade courses and begin making their High School Graduation Plan.</p>
<p>Description #9: How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>Center ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Center ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p> <p>Center Elementary School, Center Middle School and Center High School will utilize a Discipline Matrix to ensure consistency among campus administration when applying consequences related to code of conduct violations.</p> <p>Personnel responsible for implementation: Campus Administration Personnel responsible for supervision of implementation: Superintendent will monitor compliance with campus administration responsibilities</p> <p>Training and Professional Development: The district will provide professional development in coding and tracking discipline data using district software. Personnel responsible for supervision of implementation: District and Campus Administration Personnel responsible for supervision of implementation: Superintendent and Assistant Superintendent</p> <p>Self-Monitoring Campus administrators and district personnel will monitor and track student removals to a disciplinary setting using district software. Personnel responsible for implementation: Campus Administration and Special Education Director</p>

	<p>Personnel responsible for supervision of implementation: Superintendent and Assistant Superintendent</p> <p>Self-Monitoring: Goal for this activity: District and campus wide discipline committees will meet one time monthly. Personnel responsible for implementation: Campus Administration and Superintendent Personnel responsible for supervision of implementation: Superintendent and Assistant Superintendent</p>
<p>Description #10: If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate. 	<p>The programs of study (POS) Center ISD will support with Perkins funds are: Applied Ag. Engineering and Welding, Health Science Therapeutic, Construction Mfg. and Inspection and Accounting & Financial Services. Funds will continue to support access to current industry-related equipment and technology to expand hands-on instructional opportunities resulting in a strengthened knowledge base; increased transferable industry certification completion linking to post-secondary programs and/or work place environments will increase. Additionally, funds will be utilized to educate and encourage student engagement in non-traditional career programs of study via participation in activities by college partners and speakers (i.e.: Women in Energy; Mobile Career Education Trailer - nontraditional career focus)</p> <p>The evaluation of labor market information as well as data secured from stakeholder surveys impacted the selection of the programs of study and activities to be funded. The POS most aligned with the Deep East Texas Workforce Development Area (17) and LMI, 2018-2028 that will be focus for the 2024-2025 school year are: Applied Ag Engineering and Welding, Health Science Therapeutic, Construction Mfg. and Inspection as well as Accounting & Financial Services. Utilizing Perkins funds in areas of High Growth/High Wage is designed to provide CTE students with marketable skills in areas of projected job growth to lay a strong foundation in the areas of employment.</p>
<p>Description #11: Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will</p>	<p>Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills.</p> <ol style="list-style-type: none"> 1. Center ISD has an established G/T referral process within the district. Referral testing

[Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

is available for grades K-12. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. All G/T identified students K-8th grade receive instruction through a pull-out program throughout the school year and are invited to participate in a summer school program specifically designed to extend learning opportunities in STEM and Performing Arts. Our 9th-12th grade G/T identified students are serviced through our AP level classes on campus. All AP level teachers are GT certified and maintain appropriate training requirements.

2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. Each student (PK-12) is assigned a classroom Chromebook at the beginning of the school year as a tool for learning purposes while at school. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.

Appendix- Title II DIP Requirements

Title II, Part A	
LEA Plan Requirement	Description of Requirement
Alignment of Activities to the Challenging State Academic Standards	<p>Center ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. We analyze student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders are considered when planning Title II expenditures. Teacher and administrator growth in areas of student weakness is important and professional development is sought in those areas. Each expenditure is evaluated formatively, three times a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
Meaningful Consultation	<p>Center ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page 30 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2024-2025 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: October, February, and May. The district will consult with and seek input from committee members to monitor the District Improvement Plan through three formative assessments (December, February and April) and a summative assessment in June. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2025-2026 District Improvement Plan in April and May.</p>
Coordination	<p>Center ISD will ensure that it coordinates its Title II, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> ● Title II, Part A ● Title III, Part A

	<ul style="list-style-type: none"> ● Title IV, Part A ● Title V, Part B ● Individuals with Disabilities Act (IDEA) ● Rehabilitation Act of 1973 ● Carl D. Perkins Career and Technical Education Act of 2006 ● ESSER II & III ● SCE <p>Program coordination with community partners, such as CASA to provide mental health training and child abuse training to staff.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p style="text-align: center;">Prioritization of Funds</p>	<p>Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's percentage of low-income students. The district maintains a spreadsheet locally with the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by low-income percentage.</p>
<p style="text-align: center;">Private Nonprofit School Participation</p>	<p>Each March, Center ISD directly communicates by mailing letters to all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance. We post a notification seeking participation on the district's website and Facebook page also. If any PNP responds, consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.</p>

Appendix- Title IV DIP Requirements

Title IV, Part A	
LEA Plan Requirement	Description of Requirement
REAP/Transferability	<p>During the CNA for the 2023-2024 school year, the required stakeholders met on the following dates February 7 and May 15. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs in Title I, Part A, were so extensive that our Title IV, Part A funds would best be used to meet those needs. The decision was made by the committee to (REAP/transfer) 100% of the district's Title IV, Part A allocation to Title I, Part A.</p>

2024-2025 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Center ISD	Priority for Service (PFS) Action Plan	Filled Out By: Inez Hughes
Region: 7		Date: 2024-2025

School Year: 2024-2025

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.</p>	<p><u>Objective(s):</u></p> <p>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Before the end of each month, August 2024-July 2025	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Before 1 st Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make 	ongoing	MEP staff	calendars, meeting notes

Strategy 1: Professional Development Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Center ISD and ESC Migrant Contacts	September, 2024 and April, 2025	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Center ISD and ESC Migrant Contacts	September, 2024 and April, 2025	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

Strategy 2: Identification and Recruitment Process ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Center ISD and ESC	Year round	Family survey	TX-NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Center ISD and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Center ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports, completed surveys
Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures		Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOE's	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2023- November 1, 2024. For 2 yr old turning 3, on or after 3rd birthday	ECOE's, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS.	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2025	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	ECOEs	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2024	ECOEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the ECOE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Center ISD	September - October 2024	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Center ISD	November, 2024	Documentation	Completed documentation

Parent Advisory Committee (PAC)	Provide appropriate meeting based on data	ESC and Center ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Center ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form