

# Center Independent School District

## District Improvement Plan

2021-2022



# 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.

## Core Beliefs

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

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
District Processes & Programs	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Literacy will improve across all grade levels with students making academic progress by one or more years.	11
Goal 2: Academic achievement of all student will increase in all content areas	18
Goal 3: Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of A-F Accountability.	21
Goal 4: District and campus level engagement will be promoted by building strong relationships with parents and community members.	23
Goal 5: A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.	25
State Compensatory	32
Budget for District Improvement Plan	33
Personnel for District Improvement Plan	34
Title I Personnel	39
Plan Notes	40
District Funding Summary	41
Addendums	42

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Center ISD is a diverse PK-12 public education school located in the heart of the Piney Woods of East Texas with a student body consisting of 45.6% Hispanic, 29.7% Caucasian, 20.1% African American, 3.2% Asian population with less than 3% of Pacific Island American Indian and two or more races. Located at the geographical center of Shelby County, Center is the county seat and the largest school district in the county. Rated a Conference 4A district in UIL athletic and academic competition with 5 campuses and over 2600 students in the 2018 school year.

Center Texas is a traditional East Texas town annually hosting pageants, festivals, and Little League series. Parents and community members support the school through self and student participation. Constituents attend academic and sporting events as well as volunteer their time for reading and math programs. Many instructional activities overlap with local events as well as student participation and success with the local newspaper, Steven F Austin, Panola, and Kilgore colleges, and state extracurricular programs.

### Demographics Strengths

Center ISD's vision is to provide a safe and nurturing environment that promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life. Our Mission is to recognize that each student has individual needs and that all students are multicultural, 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. Memorandums of understanding with two area colleges give students and staff vast opportunities to excel in their learning opportunities while participation and partnerships with area businesses support these endeavors.

# Student Learning

## Student Learning Summary

Center ISD will carry a performance rating of B into the 2020 school year from the 2019 school year due to COVID-19. In 2019 School Progress which is student performance over time (growth) and how that compares to similar schools, was our greatest strength with a score of 81%.

The District goals are to:

Goal: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy.

- PO: By the end of the year student will show at least one year's growth in reading as indicated by the Developmental Reading Assessment (DRA) in grades K-8 and the Edgenuity Reading System in grades 9-10 or STAAR reading assessments.
- PO: In grades K-10, students will improve two levels in writing as indicated on the appropriate STAAR Writing Rubric in grades K-3, 5,6,8, STAAR writing exam (grades 4 & 7), and in English I and II STAAR exams.
- PO: In grades K-10, students writing samples will show improvement in grades K-3, 5, 6, 8, and STAAR writing compositions in grades 4, 7, English I and II.
- PO: The academic achievement gap among student groups will close 2 points as indicated by local unit assessment data, STAAR exams, or Index 3 of the state accountability system

Goal: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

- PO: CISD will design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups.

Goal: Design, support, and encourage extracurricular programs.

- PO: CISD will advance an extracurricular mission that instills competitive values and teamwork.

These goals are communicated through district and campus meetings. We will use DMAC data, State assessment data and walkthrough data to monitor the progress of goals. Goals will be evaluated four times throughout the year through administrative and staff meetings and documented within the framework of the District Plan. Focus on goals is maintained through administrative meetings. Across each campus, grade levels and content areas are given opportunities to meet together to plan and discuss needs.

## Student Learning Strengths

CISD has placed a priority on Response to Intervention for all students, in all grades with screening, diagnostic, and intervention systems district-wide for Reading and Math. Local, state, and federal funds are appropriated for the RtI program improvement each year with an emphasis on literacy.

Through the use of Plan4learning, our district staff has access to the District Plan to review and give input. Our Instruction Department and administrators meet regularly to monitor progress on campuses and to discuss needs. Central Office Staff also conducts individual Campus Principal meetings to discuss specific campus needs. Campus Principals meet with Special Education Director and Director of Federal and Compensatory Education every 2 weeks to discuss student needs and concerns. Each campus has procedures in place to meet with leadership teams to discuss campus goals. Master schedules and duty rosters are developed by campus leadership to maximize instructional time.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student reading levels are below grade level **Root Cause:** Weak phonemic and phonological awareness

# District Processes & Programs

## District Processes & Programs Summary

Through parent nights, individual parent meetings and informational parent and community meetings, CISD strives to involve parents in the education of their children both at school and in the home. We have purchased books to give to parents to provide reading material in the homes. CES will be participating in the Texas Reads One Book program.

CISD has implemented individual parent meetings at all levels to increase family involvement. Libraries on all campuses have undergone a redesign. The instructional department utilized the bookmobile approach to connect with the community and put books in the hands of kids this summer.

In addition to the campus meetings we will be hosting informational meetings for parents such as: G.T., Dyslexia, and Special Education. We have also partnered with Panola Junior College to offer Spanish/English classes for parents. Through the Center ISD App, the CISD Homepage and other media, CISD communicates with the community about events at school.

Center Elementary has had great success with the Watch Dog Program and getting dads involved on their campus.

CISD has made great strides in the implementation of technology at all levels. We currently have 1 iPad cart at F.L. Moffett Primary. Each Center Elementary classroom will have 6 iPads for classroom use as well as an iPad lab to teach students how to use the iPads. A 1:2 iPad initiative is in place at Center Intermediate. At Center Middle School we will continue to implement a 1:1 initiative at 6th, 7th and 8th grade. Center High School will implement a 1:1 at 9th, 10th, 11th, and 12th grades. We have also purchased Digital Textbooks in math and Social Studies for grades 6-12.

CISD has put technology in the hands of the students by implementing the 1:1 iPad initiatives. We have also supported our staff in this process by site visits, conferences, and professional development on the implementation of technology in the classroom. We have also employed two Media Technology personnel to support the students and staff. We offer trainings after school on Google and Apps that will help teacher incorporate technology into their instruction. We have also purchased Swivls to help our staff make videos to use in their instruction.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Ability to maintain one to one student devices. **Root Cause:** Fund to replace/repair aging and damaged devices.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Literacy will improve across all grade levels with students making academic progress by one or more years.

**Performance Objective 1:** In Kindergarten, 75% of the students will attain grade-level expectations for reading with 50% obtaining a level 6 or above and 25% of the remaining students achieving a level 4 or above on DRA.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** DRA screenings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten will utilize the RLA Curriculum and resources with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Elementary Instruction and RTI, Director of Special Programs, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten instructors will utilize mCLASS assessments to systemically monitor student reading levels and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading Decreased disparity between targeted groups</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructors, Director of Curriculum Instruction and RtI, Director of Special Services, Director of Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Regular meetings with instructional staff will be held to review assessment data and student learning targets in order to prepare unit plans, learner-centered instructional strategies, and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: Neuhaus Education Guided Reading Champs Vertical Alignment ELPS</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Special Services, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Literacy will improve across all grade levels with students making academic progress by one or more years.

**Performance Objective 2:** Seventy-five percent of students in grades 3-10 will earn an Approaches Grade level on the Reading STAAR/ English EOC assessment or make expected progress.





**Targeted or ESF High Priority**

**Evaluation Data Sources:** DRA, MAP, CBA, and state assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grades K through 12 will implement the TEKSRS with fidelity.  <b>Strategy's Expected Result/Impact:</b> Improved classroom instruction  Improved student performance  <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI,  Director of Special Programs,  Campus Administrators,  Instructors  <b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grades 3-12 will utilize MAP and K-2 mCLASS reading assessments to systemically monitor student reading levels and progress.  <b>Strategy's Expected Result/Impact:</b> Improved student achievement  <b>Staff Responsible for Monitoring:</b> Campus Administrators,  Director of Curriculum, Instruction and RtI,  Director of Special Services,  Director of Special Programs,  Instructors  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The following reading and phonics programs will be used for instruction, tutorials, acceleration and intervention:</p> <ul style="list-style-type: none"> <li>-Neuhaus phonics at FLM</li> <li>-Pathblazer at CES</li> <li>- Learning A to Z at FLM and CES</li> <li>- iRead at CES</li> <li>- Systems 44 at CES and CMS</li> <li>- Read 180 at CMS and CHS</li> <li>- Leveled reading libraries</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student success in literacy by one or more grade level by EOY</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Special Services, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Administrators and/or Director of CIA and RtI will meet regularly with instructional staff to review assessment data, student learning targets in order to prepare unit plans, learner-centered instructional strategies, and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance Improved classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum Instruction and RtI, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Instruction and RtI, Director of Special Programs, Director of Special Services, Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> RRA, CHS CMS, and CES will conduct MAP diagnostic screenings at BOY, MOY and EOY for Reading. Assessment results will be integrated into Edgenuity Intervention Programs that will be monitored by instructors, reading specialists, campus RtI clerks, and Directors of Instruction and RtI through the RtI program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff, Reading Specialists, RtI Clerks</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Tier 3 reading interventions will be provided by a reading teacher/specialist at every campus. Documentation will be input and monitored by the RtI Clerk at every campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Instruction and RtI, Campus Administrators, Reading Specialists, RtI Clerks</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Supplies and materials that support instruction to increase reading achievement for all students will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Curriculum Coordinators, CTE Director, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Federal Programs, Director of Special Services</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Professional development opportunities will be made available to instructional staff and support staff that support district and campus goals for student improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum Instruction and RtI, Director of Special Programs, Director of Special Services, Director of Federal Programs, CTE Director, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Highly qualified instructors and paraprofessionals, including bilingual, will be recruited by attending job fairs and the utilization of the Human Resources Web page. Instructors will also be retained by providing funds to assist in acquiring certifications (i.e. ESL).</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced turnover and reduction in alternative certification plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Human Resources Director, Director of Special Programs, Director of Finance</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Training and resources will be provided to classroom teachers, special programs and special education teachers, RTI staff, and assessment staff to coordinate consistent implementation of accommodations in the classroom and on local and state assessments to ensure the validity of assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Director of Special Education Director of Special Programs Director of Federal Programs District Testing Coordinator Campus Testing Coordinators Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 270-ESEA, Title VI, Part B, Rural &amp; Low-Income Sch</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 1:** Literacy will improve across all grade levels with students making academic progress by one or more years.

**Performance Objective 3:** K-12 students will show improvement in writing.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Writing portfolios, state assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The following writing programs will be utilized for the improvement of writing:                      - McGraw Hill RLA Curriculum                      - iRead at CES</p> <p><b>Strategy's Expected Result/Impact:</b> Improved writing samples as documented by TELPAS results, state assessments, and writing rubrics</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Campus Administrators, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Opportunities for professional development to instructional and support staff to increase writing achievement for all students will be made available.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction as documented in classroom walkthroughs , Improved student performance as evidenced in writing rubrics, CBAs, and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Instructors</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Supplies and materials that support instruction to increase writing achievement for all students will be made available.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough data showing increased student engagement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

**Staff Responsible for Monitoring:** Campus Administrators,  
Director of Special Programs,  
Director of Federal Programs,  
Director of Curriculum, Instruction and RtI,  
Director of Special Services,  
CTE Director  
**Title I Schoolwide Elements: 2.6**

--	--	--	--	--



No Progress



Accomplished



Continue/Modify



Discontinue





**Goal 2:** Academic achievement of all student will increase in all content areas

**Performance Objective 1:** The academic achievement gap among student groups will narrow by 2% as indicated by the "Closing the Gaps" domain data.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** CBA, MAP, state assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Supplies and materials that support instruction to increase Mathematics, Science and Social Studies achievement for all students will be made available.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RTI, Campus Administrators, Director of Special Services, Director of Special Programs, Director of Federal Programs, CTE Director</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Stipends in the areas of math, science, and foreign language at the secondary level and bilingual at the elementary level will be paid to qualified instructors in an effort to recruit and retain highly qualified instructors to improve the achievement of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Equity Plan</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Human Resource Director, Director of Special Programs, Director of Finance</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Technology that supports Math, Science and Social Studies in the classroom will be purchased that includes but is not limited to: STEMScopes EdPuzzle Gizmos Pebble Go</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology to support instruction which leads to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Digital Online/Learning Coordinator, Director of Technology, Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> RRA, CHS CMS, and CES will conduct MAP diagnostic screenings at BOY, MOY and EOY for Math. Assessment results will be integrated into Edgenuity Intervention Programs that will be monitored by instructors, interventionists, campus RtI clerks, and the Director of CIA and RtI through the RtI program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff Reading Specialists, RtI Clerks</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Site license - 270 ESEA, Title VI Pt. B, Rural &amp; Low-Income Schoo - \$41,666.67, - 410 State Textbook Fund - \$27,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Director of Special Services, Director of Special Programs, and Campus Administrators will conduct walkthroughs to monitor the implementation of research-based instructional practices to improve instruction for all students with an emphasis on sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved differentiated instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Programs, Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 2:** Academic achievement of all student will increase in all content areas

**Performance Objective 2:** Increase the performance target from Approaches to Meets for all students and all assessments.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Data disaggregation and planning based on the results to target areas of need





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solidify the understanding, evaluation, and application of Closing the Gaps domain data.  <b>Strategy's Expected Result/Impact:</b> Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP, and state assessment results  <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators, Instructors  <b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gifted and Talented instructors will attend training to learn strategies to extend student learning and to develop critical, creative and reflective thinking.  <b>Strategy's Expected Result/Impact:</b> Improved GT instruction  Improved GT student products  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Campus Administrators, GT Instructors  <b>Title I Schoolwide Elements:</b> 2.5</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review, evaluate and ensure understanding of the TELPAS indicator as part of the Closing the Gaps Domain.  <b>Strategy's Expected Result/Impact:</b> Improved Bil/ESL instruction  Improved EL student achievement  <b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Administrators, Bil/ESL Instructors  <b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<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:** Graduates will show post-secondary readiness as determined by the 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

**Targeted or ESF High Priority**

**Evaluation Data Sources:** OnData Suite, PEIMS coding





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Audit, provide professional development and correct of PEIMS coding procedures <b>Strategy's Expected Result/Impact:</b> Quality PEIMS coding <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, Campus Administrators, CTE Director	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use OnDateSuite to review PEIMS data in an integral format. <b>Strategy's Expected Result/Impact:</b> Quality PEIMS coding <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, Campus Administration, CTE Director	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of A-F Accountability.

**Performance Objective 2:** 65% of CISD graduates will earn a TEA recognized CCMR point.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2019-2020 State Accountability System





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote completion of CTE coherent sequence of courses. <b>Strategy's Expected Result/Impact:</b> Increased number of earned endorsements and certifications <b>Staff Responsible for Monitoring:</b> Campus Administrators, CTE Director, Counselors <b>Title I Schoolwide Elements:</b> 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote military option knowledge via ASVAB assessment and recruiter visits. <b>Strategy's Expected Result/Impact:</b> Increased military enlistment <b>Staff Responsible for Monitoring:</b> Campus Administrators, CTE Director, Counselors	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** District and campus level engagement will be promoted by building strong relationships with parents and community members.

**Performance Objective 1:** Increase the number of options for parents and community members to become involved in our students' education.

**Targeted or ESF High Priority**

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent conferences and Parent Nights will be conducted each semester that will inform as well as encourage participation and provide ideas and strategies for activities in the home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental engagement Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Academic Coordinators, Digital/Online Learning Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Community forums that promote the access and use of parent portal and online registration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental engagement Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, Director of Technology, Digital/Online Learning Coordinator, PEIMS Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 4:** District and campus level engagement will be promoted by building strong relationships with parents and community members.

**Performance Objective 2:** Inform parent and community of district success and progress.

**Evaluation Data Sources:** Quarterly reports, views

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents and community will be provided monthly reports from the superintendent and quarterly reports from each campus. These reports will appear on campus media and in local news affiliates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Technology, Digital/Online Learning Coordinator, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.





**Performance Objective 1:** Support the development and growth of district and campus administrators as well as aspiring administrators through a variety of professional development activities.

**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 2:** Provide character and Social Emotional Learning (SEL) education programs that address the mental and emotional health of all students.

**Evaluation Data Sources:** Program lesson plans, sign-in sheets, calendar, recorded examples





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training through EduHero for all staff that includes, but is not limited to,</p> <ul style="list-style-type: none"> <li>- Child Abuse Awareness and Responsibilities</li> <li>- Classroom Conflict</li> <li>- Suicide Awareness</li> <li>- Bullying and Cyber-bullying</li> <li>- Teen Dating Violence</li> <li>- Drug and Alcohol prevention</li> <li>- Sexual Harassment</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Appropriate action by staff and students in incidents</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, Director of Curriculum Instruction and RtI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Needs Liaisons will work with administrators and instructors to provide a character and SEL program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance Decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Student Needs Liaisons, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Special Services Department will provide a continuum of services for disciplinary-behavioral student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased BMC referrals</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Special Services Personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Publicize and communicate 'bullying' and school safety prevention measures to all stakeholders through various school and community media.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased reports/incidents of bullying</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Special Services, Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support of the School Health Advisory Council (SHAC) to coordinate school health programs at the campus and district level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and health reports Increased parent/community engagement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Director of Special Services and Director of Special Programs will provide Special Program Training to personnel to increase meaningful parental involvement in ARDS, LPACs, and other parent meetings and parent conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent attendance and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director Special Programs, Special Services Counselors Special Services Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide annual transition information to secondary students and their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent attendance and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Special Services Instructors</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Develop and align the organization and focus of extracurricular programs in grades 6-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in extracurricular activities</p> <p><b>Staff Responsible for Monitoring:</b> MS and HS Campus Administrators, Athletic Director, Program Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 3:** Campuses 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><b>Strategy 1:</b> Campus Administrators will review and revise the crisis management plan at each campus and communicate the district's emergency operation procedures to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated plans Drill documentation</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Administrators, CISD Police Department</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Regularly evaluate and perform needed improvement to facilities to ensure a safe and functional environment for faculty, staff, and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus facility improvements</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Maintenance and Transportation, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for staff to attend training and conferences to support all special programs, school climate and safety, and parental engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of professional development attendance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, School Safety Personnel, Director of Special Services, Director of Special Programs, Director of Federal Programs, Director of Curriculum, Instruction and RtI</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 4:** 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 such as student attendance. PRS program student files

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Compensatory Education Home Instruction (CEHI) for the regular education student by a certified teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Populations, Director of Federal Programs, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide individual counseling, peer counseling/support group, and self-help programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Populations, Director of Federal Programs, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide transportation for children of students to/from the campus or childcare center.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Populations, Director of Federal Programs, Director of Maintenance and Transportation, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide transportation for PRS students to/from home and/or campus (if the student meets CISD transportation guidelines).</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Federal Programs, Director of Special Populations, Director of Maintenance and Transportation, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide instruction related to child development, parenting, and home and family living.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Federal Programs, Director of Special Populations, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health, and nutrition programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Federal Programs, Director of Special Populations, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-001-1-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$145,517.00
199-11-6119-00-002-1-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$147,561.00
199-11-6119-00-041-1-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$272,784.00
199-11-6119-00-101-1-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$164,719.00
199-11-6119-00-104-1-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,456.00
199-13-6119-00-001-1-30000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$8,001.00
199-11-6129-00-001-1-30000	6129 Salaries or Wages for Support Personnel	\$15,499.00
199-11-6129-00-002-1-30000	6129 Salaries or Wages for Support Personnel	\$34,872.00
199-11-6129-00-041-1-30000	6129 Salaries or Wages for Support Personnel	\$66,093.00
199-11-6129-00-101-1-30000	6129 Salaries or Wages for Support Personnel	\$135,134.00
199-11-6129-00-104-1-30000	6129 Salaries or Wages for Support Personnel	\$198,879.00
	<b>6100 Subtotal:</b>	<b>\$1,217,515.00</b>
6300 Supplies and Services		
199-11-6395-00-001-1-30000	6395 Supplies, DP Operations - Locally Defined	\$972.00
199-11-6395-00-002-1-30000	6395 Supplies, DP Operations - Locally Defined	\$3,240.00
199-11-6395-DH-001-1-30000	6395 Supplies, DP Operations - Locally Defined	\$1,701.00
199-11-6395-DH-002-1-30000	6395 Supplies, DP Operations - Locally Defined	\$1,620.00
199-11-6395-DH-041-1-30000	6395 Supplies, DP Operations - Locally Defined	\$2,309.00
199-11-6395-DH-101-1-30000	6395 Supplies, DP Operations - Locally Defined	\$4,293.00
199-11-6395-DH-104-1-30000	6395 Supplies, DP Operations - Locally Defined	\$3,285.00
	<b>6300 Subtotal:</b>	<b>\$17,420.00</b>
6400 Other Operating Costs		
199-13-6411-DH-999-1-30000	6411 Employee Travel	\$45,750.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
	<b>6400 Subtotal:</b>	<b>\$45,750.00</b>

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Addison, Sherri	Instructional Paraprofessional	Intervention	1
Amburn, Mollie	Teacher	Intervention	.14
Angel, Ana	Instructional Paraprofessional	Intervention	1
Araiza, Blanca	Teacher	Reading	.1
Arcibar, Jessica	Instructional Paraprofessional	Intervention	1
Ariza, Perla	Teacher	Reading Intervention	.11
Armstrong, Jennifer	Teacher	Intervention	.10
Bartlett, Jennifer	Student Need Liaison	At-Risk	1
Baskin, Benjamin	Teacher	At-Risk	1
Bass, Lisa	Teacher	Reading Intervention	.13
Bates, Savannah	Teacher	Reading Intervention	.13
Belrose, Jessica	Teacher	Reading Intervention	.11
Bennett, Elizabeth	Teacher	Math Intervention	.13
Bird, Penny	Teacher	Reading Intervention	.13
Bittick, Tina	Teacher	Math Intervention	.11
Bowden, Margaret	Teacher	Reading Intervention	.13
Boyd, Jamye	Instructional Paraprofessional	Intervention	1
Brazzel, Regina	Teacher	Math Intvention	.2
Brittan, Kimberly	Instructional Paraprofessional	Reading Intervention	1
Burns, Holly	Teacher	Math Intervention	.13
Burns, Josh	Teacher	Intervention	.09
Burns, Macy	Teacher	Reading Intervention	.13
Byee, Heather	Teacher	Reading Intervention	.13
Calhoun, Kinyata	Instructional Paraprofessional	Intervention	1
Cardena, Mayra	Instructional Paraprofessional	Intervention	1
Cassell, Solomon	Teacher	Math Intervention	.14
Cassey, Stephanie	Teacher	Reading	.1
Chachere, Amy	Teacher	Reading Intervention	.11

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chandler, Ashley	Instructional Paraprofessional	Intervention	1
Cheshire, Ashlie	Aide		1
Cloudy, Michael	Teacher	Math Intervention	.17
Combs, Andi	Teacher	Reading Intervention	.13
Contreras Mendoza, Beatriz	Instructional Paraprofessional	At-Risk	1
Cooper, Ashley	Teacher	Intervention	.09
Cooper, Charlene	Instructional Paraprofessional	Intervention	1
Corbell, Billy	Teacher	Intervention	.10
Corbell, Zonia	Teacher	Math Intervention	.13
Cordray, Erika	Instructional Paraprofessional	Intervention	1
Crawford, Robin	Aide	Reading Intervention	1
Crouch, Tiffany	Teacher	Reading Intervention	.13
Daniels, Reggie	Teacher	Credit Recovery	1
Daniels, Sonya	Instructional Paraprofessional	Intervention	1
Doggett, Colleen	Teacher	Reading Intervention	.14
Doggett, Jordan	Teacher	Math Intervention	.10
Driver, Daniel	Teacher	Math Intervention	.13
Estes, Whitnee	Teacher	Math Intervention	.13
Evans, Brianna	Teacher	Math Intervention	.10
Ferguson, Jennifer	Teacher	Math Intervention	.10
Fischer, Virginia	Teacher	At-Risk	1
Fitzgerald, Lesleigh	Teacher	Reading	.11
Fults, Stephanie	Teacher	Reading	.11
Gaddy, Stephanie	Teacher	Reading	.11
Ganske, Brandon	Teacher	Intervention	.09
Gardner, Debra	Instructional Paraprofessional	Intervention	1
Gregston, Shelia	Teacher	Reading	.13
Guillory, Jennifer	Director	Special Programs	.3
Guillotte, Mallory	Teacher	Reading	.13
Gurley, Jessica	Teacher	Intervention	.11

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hagler, Harlie	Teacher	Intervention	.09
Hagler, Randy	Teacher	Intervention	.1
Haynes, Joan	Teacher	Reading Intervention	.13
Helms, Patricia	Teacher	Reading	.13
Hernandez, Maria	Instrucitonal Paraprofessional	Intervention	1
Hightower, Laura	Teacher	Reading Intervention	.10
Hooper, Connie	Teacher	Reading	.13
Hroncich, Katie	Teacher	Reading	.13
Hudspeth, Darby	Teacher	Reading Intervention	.13
Hudspeth, Taylor	Teacher	Math Intervention	.13
Ideker, Elizabeth	Instructional Paraprofessional	Intervention	1
Jackson, John	Teacher	At-Risk	1
Johnson, Ruby	Digital & On-line Learning Coordinator	Intervention	1
Jurecka, Kristy	Teacher	Reading	.13
Klein, Erica	Teacher	Reading Intervention	1
Link, Haley	Teacher	Intervention	.14
Lopez, Mayra	Teacher	Math Intervention	.13
Love, Monique	Instructional Paraprofessional	Intervention	1
Lusk, Lee Ann	Teacher	Intervention	.08
Massey, Katherine	Teacher		.10
Mathews, Jennifer	Teacher	Reading Intervention	.13
Metcalf, Samantha	Instructional Paraprofessional	Intervention	1
Moody, Linda	Teacher	Reading Intervention	.13
Moon, Jennifer	Teacher	Math Intervention	.10
Morales, Angelica	Teacher	Math Intervention	.14
Munoz, Melissa	Teacher	Reading Intervention	
Murphree, Carlton	Teacher	Reading Intervention	.10
Murray, Alisha	Teacher	Reading Intervention	.13
Nehring, Malory	Teacher	Reading	.13
Nichols, Holly	Instructional Paraprofessional	Intervention	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Nichols, Jenny	Instructional Paraprofessional	Intervention	1
Nunez Correa, Damaris	Teacher	Reading Intervention	.1
Olalde, Griselda	Teacher	ESL	.13
Orear, Ciara	Teacher	Reading Intervention	.14
Owens, Karen	Teacher		.10
Pacheco, Vanesa	Instructional Paraprofessional	Intervention	1
Parker, Janet	Teacher	Reading	.13
Parker, Tabitha	Teacher	Reading Intervention	.10
Patton, Khrstane	Instructional Paraprofessional	Intervention	1
Pennings, Christi	Teacher	Math Intervention	.10
Perkins, Norma	Administrative Assistant	Special Programs	.5
Pernick, Susan	Academic Coordinator	Academic Enrichment	.12
Pierce, Kellie	Teacher	Math Intervention	.13
Pridgen, Britney	Teacher		.14
Radney, Amanda	Teacher	Reading	.13
Ratcliff, Patti	Instructional Paraprofessional	Intervention	1
Register, Christeena	Teacher	Reading	.13
Roberts, Alecia	Instructional Paraprofessional	Intervention	1
Rogers, Becky	Teacher	Reading	.11
Ruiz Siso Lopez, Johanna	Teacher	Reading	.12
Ruiz, Shanell	Teacher	Reading	.13
Rupp, Sara	Teacher	Intervention	.08
Sanford, Kelli	Teacher	Reading	.13
Servin, Samuel	Instructional Paraprofessional	Intervention	1
Skeen, Jess	Teacher	Intervention	.1
Smith, Gillian	Instructional Paraprofessional	Intervention	1
Stephens, Jody	Instructional Paraprofessional	At-Risk	1
Stroud, Sheridan	Teacher	Reading	.13
Sullivan, Christy	Teacher	Reading	.13
Thomas, Candace	Teacher	Reading	.11

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tillery, Cynthia	Counselor	At-Risk	1
Tomlin, Jennifer	Teacher	Reading	.76
Walker, Jacob	Teacher	Intervention	.09
Waller, Christopher	Teacher	Intervention	.11
Waller, Sarah	Instructional Paraprofessional	Intervention	1
Weaver, Alicia	Teacher	Reading Intervention	.10
Westerfield, Breanna	Teacher	Math Intervention	.13
Wheeler, Shelby	Teacher	Math Intervention	.13
Wiggins, Royce	Teacher	Reading Intervention	.14
Wilkes, Marissa	Teacher	Reading Intervention	.13
Wilkinson, Kayla	RtI Clerk	RtI	1
Williams, Anita	Teacher	Intervention	.1
Williams, Stephanie	Instructional Paraprofessional	Intervention	.10
Williard, Kristen	Teacher	Math	.73
Woodfin, Haley	Teacher	Reading	.11
Wyrick, Terena	Teacher	Reading	.13
Zamarron, Yetlanezy	RtI Clerk	RtI	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bennett, Elizabeth	Digital Learning Coordinator/Curriculum	Title 1	1
Bownds, Gail	Reading Specialist	Title I	1
Brister, Lori	Reading Specialist	Title 1	1
Chisenhall, Crystal	Curriculum Coordinator Elementry	Title 1	1
Denby, Brandi	Computer Lab Paraprofessional and Readin	Title 1	1
Doggett, Colleen	Reading Specialist	Title 1	
Doggett, Pamela	Reading Specialist	Title 1	1
Haddox, Sheila	Curriculum Coordinator Secondary	Title 1	1
Keggler, Megan	Reading Specialist	Title I	1
Morris, Meredith	Math Specialist	Title 1	1
Ramirez, Lucerito	Instructional Paraprofessional	Title 1	1
Stanford, Diana	Reading Specialist	Title I	1
Tello, Claudia	Parent Liaison ESL/Migrant	Title I	.8
Wiggins, Royce Ann	Math Specialist	Title 1	



# Plan Notes

Delay in use of Lightsail due to lack of user accessibility.

# District Funding Summary

270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Site license		\$41,666.67
<b>Sub-Total</b>					\$41,666.67
410 State Textbook Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$27,000.00
<b>Sub-Total</b>					\$27,000.00
270-ESEA, Title VI, Part B, Rural & Low-Income Sch					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	11			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$68,666.67

# Addendums

**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.

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
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, 2017 and April, 2018	District data, plan	Certificate, Needs Assessment Plan, 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, 2017 and April, 2018	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

**Identification and Recruitment  
Action Plan 2017-2018**

**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.

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
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	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	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Center ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

**Identification and Recruitment  
Action Plan 2017-2018**

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 7 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and 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, 2017- November 1, 2017. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

**Identification and Recruitment  
Action Plan 2017-2018**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the EC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs 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, 2018	NGS forms	Completed 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	COEs	COE 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, 2018	COEs, TEA guidance	TEA report

**Identification and Recruitment  
Action Plan 2017-2018**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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 COE.	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 2017	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Center ISD	November, 2017	Documentation	Completed documentation
	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

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

**Criteria for determining Priority for Service Students**

<p><b>Grades K-2 Students</b> who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>		<p><b>Grades 3-12</b> Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>	
Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2017-July, 2018	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by CISD Federal Programs Director	CISD Federal Programs Director	Letter to principal, dated PFS form
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the CISD Federal Programs Director.	Within 5 days of receipt by CISD Federal Programs Director	CISD Federal Programs Director, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	ESC and CISD Federal Programs Director	NGS Supplemental Services Report

**Priority for Service Action Plan 2017-2018  
(PFS)**

Provide Federal, State and Local programs and services for PFS students (District Bilingual & ESL Programs, campus tutorials and interventions, Migrant Home-Based Summer School).	Ongoing	CISD Federal Programs Director	PFS response form and NGS Supplemental Services Report
CISD Federal Programs Director and/or CISD Migrant NGS/Recruiter/Parent Liaison will make home and/or community visits to update parents on the academic progress of their students.	End of each six weeks	CISD Federal Programs Director & CISD Migrant NGS / Recruiter / Parent Liaison	Documentation of home visits, phone calls, report cards, State Assessment letters
District submits Fall and Spring Semester grades to CISD Federal Programs Director for grades 9-12. District submits End of Year grades for grades 6-8 to CISD Federal Programs Director.	Within 5 days of the end of the semester or year	CISD Federal Programs Director	Grades Report from NGS
CISD reports late enrollment or early withdrawal to CISD Federal Programs Director.	Within 5 days of enrollment or withdrawal	CISD Federal Programs Director	Enrollment or withdrawal form, NGS report
The Center ISD Federal Programs Director will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.	End of each month	CISD Federal Programs Director	NGS Reports
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2017 through May, 2018	CISD Federal Programs Director	A Bright Beginning documentation

**Priority for Service Action Plan 2017-2018  
(PFS)**

Center ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting	After School Board approval	CISD Federal Programs Director	A copy of the District Improvement Plan
---	-----------------------------	--------------------------------	---

**The Title I Migrant Coordinator will include the PFS Action Plan in the District's 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 the other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).**