

Center Independent School District

District Improvement Plan

2022-2023



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.

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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 2500 students in the 2020 school year.

Center Texas is a traditional East Texas town annually hosting pageants, festivals, and Little League baseball tournaments. 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 2021 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%.

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

Goal 2: Academic achievement of all students 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.
- Performance Objective 2: Increase the performance target from Approaches to Meets for all students and all assessments.

Goal 3: Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of the A-F Accountability.

- Performance Objective 1: Professional development and collaboration of campus-level staff in use, application, and monitoring PGP and PEIMS coding.
- Performance Objective 2: 65% of CISD graduates will earn a TEA recognized CCMR point.

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

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.
- Performance Objective 2: Provide character and Social Emotional Learning (SEL) education programs that address the mental and emotional health of all students.
- Performance Objective 3: Campuses will develop and implement emergency procedures for the security of all students, faculty and staff.
- 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.

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.

CISD has made great strides in the implementation of technology at all levels. At FLM and Center Elementary school we have chromebooks in every classroom in addition to computer labs on each campus. 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 Chromebook 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.

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
- RDA 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
- State-developed online interim assessments

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Enrollment trends

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.

High Priority

Evaluation Data Sources: DRA screenings

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

Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Improved classroom instruction Improved student performance Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum, Instruction and RtI, Elementary Curriculum Coordinator Instructors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: Guided Reading Champs Vertical Alignment ELPS Learning without Tears Mclass Solution Tree/Professional Learning Community Strategy's Expected Result/Impact: Improved instruction that results in higher academic achievement Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Special Services, Director of Federal Programs Instructors Title I: 2.4, 2.6 Funding Sources: - 255, ESEA Title II, Part A-Teacher & Principal Tra, - 211 ESEA, Title 1 Pt. A Improving Basic Programs	Formative			Summative
	Dec	Feb	Apr	June
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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.

High Priority





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

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

Strategy 3 Details	Reviews			
Strategy 3: The following reading and phonics programs will be used for instruction, tutorials, acceleration and intervention: -Neuhaus phonics at FLM - Learning A to Z at FLM and CES - iRead at CES - Systems 44 at CES and CMS - Read 180 at CMS and CHS - Leveled reading libraries Strategy's Expected Result/Impact: Increased student success in literacy by one or more grade level by EOY Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Special Services, Instructors Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Improved student performance Improved classroom instruction Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum Instruction and RtI, Elementary and Secondary Curriculum Coordinators, Instructors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives. Strategy's Expected Result/Impact: Improved assessment data Staff Responsible for Monitoring: Director of Curriculum Instruction and RtI, Director of Special Programs, Director of Special Services, Campus Administrators Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Director of Curriculum, Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff, Reading Specialists, RtI Clerks Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Reading interventions will be provided by a reading teacher or specialist at every campus. Documentation will be input and monitored by the RtI Clerk at every campus. Strategy's Expected Result/Impact: Improved individual student growth Staff Responsible for Monitoring: Director of Curriculum Instruction and RtI, Campus Administrators, Reading Specialists, RtI Clerks, Reading Instructors Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8 Details		Reviews			
Strategy 8: Supplies and materials that support instruction to increase reading achievement for all students will be provided. Including but not limited to Chromebook, Chromebook charging carts, headphones, earbuds, etc. Strategy's Expected Result/Impact: Increased student engagement Staff Responsible for Monitoring: Campus Administrators, Curriculum Coordinators, CTE Director, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Federal Programs, Director of Special Services Title I: 2.6 Funding Sources: - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo, - 211 ESEA, Title 1 Pt. A Improving Basic Programs		Formative			Summative
		Dec	Feb	Apr	June
Strategy 9 Details		Reviews			
Strategy 9: Professional development opportunities will be made available to instructional staff and support staff that support district and campus goals for student improvement. Strategy's Expected Result/Impact: Improved classroom instruction Improved student performance Staff Responsible for Monitoring: Campus Administrators, Director of Curriculum Instruction and RtI, Director of Special Programs, Director of Special Services, Director of Federal Programs, CTE Director, Instructors Title I: 2.4, 2.6		Formative			Summative
		Dec	Feb	Apr	June

Strategy 10 Details		Reviews			
Strategy 10: 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). Strategy's Expected Result/Impact: Reduced turnover and reduction in alternative certification plans Staff Responsible for Monitoring: Campus Administrators, Human Resources Director, Director of Special Programs, Director of Finance Title I: 2.4		Formative			Summative
		Dec	Feb	Apr	June
Strategy 11 Details		Reviews			
Strategy 11: 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. Strategy's Expected Result/Impact: Improved assessment data Staff Responsible for Monitoring: 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 Title I: 2.4, 2.6 Funding Sources: - 270-ESEA, Title VI, Part B, Rural & Low-Income Sch		Formative			Summative
		Dec	Feb	Apr	June
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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.

High Priority

Evaluation Data Sources: Writing portfolios, state assessments

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

Strategy 3 Details		Reviews			
Strategy 3: Supplies and materials that support instruction to increase writing achievement for all students will be made available. Strategy's Expected Result/Impact: Walkthrough data showing increased student engagement 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: 2.6		Formative			Summative
		Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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 3% as indicated by the "Closing the Gaps" domain data.

High Priority

Evaluation Data Sources: CBA, MAP, state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Supplies and materials that support instruction to increase Literacy, Mathematics, Science and Social Studies achievement for all students will be made available. Including but not limited to Chromebook, Chromebook charging carts, headphones, earbuds, calculators, science lab equipment etc.</p> <p>Strategy's Expected Result/Impact: Increased student engagement</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Instruction and RtI, Campus Administrators, Director of Special Services, Director of Special Programs, Director of Federal Programs, CTE Director</p> <p>Title I: 2.6</p> <p>Funding Sources: - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo, - 211 ESEA, Title 1 Pt. A Improving Basic Programs</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Equity Plan</p> <p>Staff Responsible for Monitoring: Campus Administrators, Human Resource Director, Director of Special Programs, Director of Finance</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 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 Strategy's Expected Result/Impact: Increased use of technology to support instruction which leads to improved student performance Staff Responsible for Monitoring: Director of Curriculum, Instruction and RtI, Digital Online/Learning Coordinator, Director of Technology, Campus Administrators Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Director of Curriculum, Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff Reading Specialists, RtI Clerks Title I: 2.4, 2.6 Funding Sources: Site license - 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - \$41,666.67, - 410 State Textbook Fund - \$27,000	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Director of Special Services, Director of Special Programs, Director of Federal Pgrams, 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. Strategy's Expected Result/Impact: Improved differentiated instruction Improved student performance Staff Responsible for Monitoring: Director of Special Services, Director of Special Programs, Campus Administrators Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Solidify the understanding, evaluation, and application of Closing the Gaps domain data. Strategy's Expected Result/Impact: Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP, and state assessment results Staff Responsible for Monitoring: Director of Curriculum, Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators, Instructors Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Gifted and Talented instructors will attend training to learn strategies to extend student learning and to develop critical, creative and reflective thinking. Strategy's Expected Result/Impact: Improved GT instruction Improved GT student products Staff Responsible for Monitoring: Director of Federal Programs, Campus Administrators, GT Instructors Title I: 2.5	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Review, evaluate and ensure understanding of the TELPAS indicator as part of the Closing the Gaps Domain. Strategy's Expected Result/Impact: Improved Bil/ESL instruction Improved EL student achievement Staff Responsible for Monitoring: Director of Special Programs, Campus Administrators, Bil/ESL Instructors Title I: 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> 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

High Priority

Evaluation Data Sources: OnData Suite, PEIMS coding





Strategy 1 Details	Reviews			
Strategy 1: Conduct audit and provide professional development 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
Strategy 2 Details	Reviews			
Strategy 2: Use OnDateSuite to review PEIMS data in an integral format. Strategy's Expected Result/Impact: Quality PEIMS coding Staff Responsible for Monitoring: PEIMS Coordinator, Campus Administration, CTE Director	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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: 80% of CISD graduates will earn a TEA recognized CCMR point.

High Priority

Evaluation Data Sources: 2019-2020 State Accountability System





Strategy 1 Details	Reviews			
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 Title I: 2.5 Funding Sources: - 211 ESEA, Title 1 Pt. A Improving Basic Programs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Promote military option knowledge via ASVAB assessment and recruiter visits. Strategy's Expected Result/Impact: Increased military enlistment Staff Responsible for Monitoring: Campus Administrators, CTE Director, Counselors	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

High Priority





Evaluation Data Sources: Calendars, Agendas, Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increased parental engagement Improved student achievement Staff Responsible for Monitoring: Campus Administrators, Academic Coordinators, Digital/Online Learning Coordinator Title I: 4.1, 4.2 Funding Sources: - 211 ESEA, Title 1 Pt. A Improving Basic Programs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Community forums that promote the access and use of parent portal and online registration. Strategy's Expected Result/Impact: Increased parental engagement Improved student performance Staff Responsible for Monitoring: Superintendent, Campus Administrators, Director of Technology, Digital/Online Learning Coordinator, PEIMS Coordinator Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increased parent and community engagement Staff Responsible for Monitoring: Superintendent, Director of Technology, Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 1: Support the development and growth of district and campus administrators as well as aspiring administrators through a variety of professional development activities.

Strategy 1 Details	Reviews			
Strategy 1: Monthly ILT meetings, weekly principal meetings with CIA Director, and bring in outside professional development Also including out side Profession Development opportunities such as TASSP / TEPSA. Funding Sources: - 255, ESEA Title II, Part A-Teacher & Principal Tra	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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			
Strategy 1: Provide training through EduHero for all staff that includes, but is not limited to, - Child Abuse Awareness and Responsibilities - Classroom Conflict - Suicide Awareness - Bullying and Cyber-bullying - Teen Dating Violence - Drug and Alcohol prevention - Sexual Harassment Strategy's Expected Result/Impact: Appropriate action by staff and students in incidents Staff Responsible for Monitoring: Superintendent, Campus Administrators, Assistant Superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Student Needs Liaisons will work with administrators and instructors to provide a character and SEL program. Strategy's Expected Result/Impact: Increased student attendance Decreased discipline referrals Staff Responsible for Monitoring: Campus Administrators, Student Needs Liaisons, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The Special Services Department will provide a continuum of services for disciplinary-behavioral student needs. Strategy's Expected Result/Impact: Decreased BMC referrals Staff Responsible for Monitoring: Director of Special Services, Special Services Personnel	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Publicize and communicate 'bullying' and school safety prevention measures to all stakeholders through various school and community media. Strategy's Expected Result/Impact: Decreased reports/incidents of bullying Staff Responsible for Monitoring: Campus Administrators, Director of Special Services, Campus Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Support of the School Health Advisory Council (SHAC) to coordinate school health programs at the campus and district level. Strategy's Expected Result/Impact: Improved safety and health reports Increased parent/community engagement Staff Responsible for Monitoring: Campus Administrators, Campus Counselors Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: Increased parent attendance and engagement Staff Responsible for Monitoring: Director of Special Services, Director Special Programs, Special Services Counselors Special Services Staff Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide annual transition information to secondary students and their parents. Strategy's Expected Result/Impact: Increase parent attendance and engagement Staff Responsible for Monitoring: Director of Special Services, Special Services Instructors Title I: 4.2	Formative			Summative
	Dec	Feb	Apr	June





Strategy 8 Details		Reviews			
Strategy 8: Develop and align the organization and focus of extracurricular programs in grades 6-12. Strategy's Expected Result/Impact: Increased student participation in extracurricular activities Staff Responsible for Monitoring: MS and HS Campus Administrators, Athletic Director, Program Coordinators Title I: 4.1		Formative			Summative
		Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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			
Strategy 1: Campus Administrators will review and revise the crisis management plan at each campus and communicate the district's emergency operation procedures to all stakeholders. Strategy's Expected Result/Impact: Updated plans Drill documentation Staff Responsible for Monitoring: Superintendent Campus Administrators, CISD Police Department	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly evaluate and perform needed improvement to facilities to ensure a safe and functional environment for faculty, staff, and students. Strategy's Expected Result/Impact: Campus facility improvements Staff Responsible for Monitoring: Superintendent, Director of Maintenance and Transportation, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for staff to attend training and conferences to support all special programs, school climate and safety, and parental engagement. Strategy's Expected Result/Impact: Documentation of professional development attendance Staff Responsible for Monitoring: Superintendent, Campus Administrators, School Safety Personnel, Director of Special Services, Director of Special Programs, Director of Federal Programs, Director of Curriculum, Instruction and RtI	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Superintendent will establish learning environments that are safe, well-disciplined and provide classrooms that are conducive to both teacher instruction and student learning. Strategy's Expected Result/Impact: Safer classrooms Better Instruction Staff Responsible for Monitoring: Superintendent of Schools Campus Administrators Teachers Discipline Committees	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  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 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			
Strategy 1: Provide Compensatory Education Home Instruction (CEHI) for the regular education student by a certified teacher. Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services, Director of Special Populations, Director of Federal Programs, Campus counselors, School nurse, CEHI Instructor Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide individual counseling, peer counseling/support group, and self-help programs. Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services, Director of Special Populations, Director of Federal Programs, Campus counselors, School nurse, CEHI Instructor Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June

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

Strategy 5 Details	Reviews			
Strategy 5: Provide instruction related to child development, parenting, and home and family living. Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services, Director of Federal Programs, Director of Special Populations, Campus counselors, School nurse, CEHI Instructor Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Provide assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health, and nutrition programs. Strategy's Expected Result/Impact: Lower drop out rate Higher completion rate Staff Responsible for Monitoring: Director of Special Services, Director of Federal Programs, Director of Special Populations, Campus counselors, School nurse, CEHI Instructor Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$2,780,022.00

Total FTEs Funded by SCE: 55.527

Brief Description of SCE Services and/or Programs

55% (\$1,527,860.00) of the SCE allotment is used to provide support services that supplement the regular education programs so the intended beneficiaries, defined, can succeed in school. We use the 55% reservation for salaries of employees who assist students that are at risk of dropping out of school. \$2,093 is reserved as funding for Related Services.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Addison, Sherri	Instructional Paraprofessional	1
Alvarado, Jazmin	Teacher	0.1
Alvarado, Maria	Teacher	0.11
Araiza, Blanca	Teacher	0.1
Arcibar, Jessica	Instructional Paraprofessional	1
Arcibar, Roxanna	Instructional Paraprofessional	1
Armstrong, Jennifer	Teacher	0.1
Betancourt, Luz	Instructional Paraprofessional	1
Bird, Penny	Teacher	0.13
Bittick, Tina	Teacher	0.1
Brown, Harlie Hagler	Teacher	0.11
Burns, Holly	Teacher	0.13
Burns, Macy	Teacher	0.09
Bybee, Heather	Teacher	0.13
Calhoun, Kinyata	Instructional Paraprofessional	1
Cassell, Solomon	Teacher	0.09
Cassey, Stephanie	Teacher	0.1
Chachere, Amy	Teacher	0.11
Cloudy, Michael	Teacher	0.17

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cockrell, Baylea	Teacher	0.065
Combs, Andi	Teacher	0.13
Contreras Mendoza, Beatriz	Instructional Paraprofessional	1
Crawford, Robin	Instructional Paraprofessional	1
Crouch, Tiffany	Teacher	0.13
Daniels, Reggie	Teacher	1
Denby, Brandi	Teacher	0.093
Doggett, Colleen	Teacher	0.9
Doggett, Jordan	Teacher	0.097
Dupree, Cameryn	Teacher	0.093
Figueroa Avila, Alejandro	Instructional Paraprofessional	1
Fischer, Virginia	Teacher	1
Ford, Barry	Teacher	0.557
Fults, Stephanie	Teacher	0.11
Gaddy, Stephanie	Teacher	0.11
Garcia Perez, Jocelyn	Instructional Paraprofessional	1
Garcia, Yecenia	Instructional Paraprofessional	1
Gardner, Debra	Instructional Paraprofessional	1
Glenn, Stephanie	Instructional Paraprofessional	1
Glosser, Jennifer	Teacher	0.13
Gonzalez Arcivar, Edith	Instructional Paraprofessional	1
Green, Jennifer	Instructional Paraprofessional	1
Gulley, Cassie	Instructional Paraprofessional	1
Gurley, Jessica	Teacher	0.11
Hagler, Randy	Teacher	0.1
Hand, Leland	Teacher	0.13
Hayes, Joan	Teacher	0.13
Helms, Patricia	Teacher	0.13
Hicks, Paula	ISS Paraprofessional	1
Hightower, Laura	Teacher	0.1
Hill, Jamarian	Instructional Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Horn, Maria	Teacher	0.13
Horton, Angela	Teacher	0.093
Hubble, Cara	Instructional Paraprofessional	1
Jackson, John	Teacher	1
Jamar, Stephanie	Teacher	0.094
Johnson, Ruby	Digital/Online Learning Coordinator	1
Jones, Jennifer	Administrative Assistant	0.65
Jordan, Jessica	Instructional Paraprofessional	1
Jurecka, Kristy	Teacher	0.13
Klein, Erica	Teacher	0.89
Link, Haley	Teacher	0.12
Locke, Mercedes	Instructional Paraprofessional	1
Lopez, Mayra	Teacher	0.13
Love, Monique	Instructional Paraprofessional	1
Lusk, Lee Ann	Teacher	0.085
Lynch, Penny	Instructional Paraprofessional	1
Massey, Katherine	Teacher	0.1
Metcalf, Samantha	Instructional Paraprofessional	1
Moody, Linda	Teacher	0.13
Moore, Suzanne	Teacher	0.12
Morales, Angelica	Teacher	0.094
Morris, Traci	Instructional Paraprofessional	1
Munoz, Melissa	Teacher	0.13
Murphree, Carlton	Teacher	0.1
Murray, Alisha	Teacher	0.13
Nehring, Malory	Teacher	0.13
Nichols, Jenny	Teacher	0.093
Norris, Deborah	Instructional ISS Paraprofessional	1
Nunez Correa, Damaris	Teacher	0.1
Olalde, Griselda	Teacher	0.13
Orear, Ciara	Teacher	0.14

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Owens, Karen	Teacher	0.1
Parker, Janet	Teacher	0.13
Preston, Karen	Instructional Paraprofessional	1
Radney, Amanda	Teacher	0.13
Rangel Grande, Jonatan	Teacher	0.093
Ratcliff, Patti	Instructional Paraprofessional	1
Ratliff, Rebecca	Teacher	0.13
Raymond, Katherine	Instructional Paraprofessional	1
Risinger, Evelyn	Teacher	1
Ruiz Siso Lopez, Johanna	Teacher	0.12
Ruiz, Shanell	Teacher	0.13
Rupp, Sara	Teacher	0.08
Sanders, Elizabeth	Instructional Paraprofessional	1
Sandoval, Merlid	Instructional Paraprofessional	1
Sanford, Kelli	Teacher	0.13
Shelton, Alexandra	Teacher	0.13
Smith, Gillian	Instructional Paraprofessional	1
Spence, Wendy	Teacher	0.13
Suell, Christasha	Instructional Paraprofessional	1
Sullivan, Christy	Teacher	0.13
Swindle, Deshonda	Instructional Paraprofessional	1
Tello Rodriguez, Abigail	Instructional Paraprofessional	1
Tillery, Cynthia	Counselor	1
Tomlin, Rani	Teacher	0.093
Torres, Brandi	Instructional Paraprofessional	1
Waller, Christopher	Teacher	0.11
Ward, Lauren	Instructional Paraprofessional	1
Weaver, Alicia	Teacher	0.097
Wheeler, Shelby	Teacher	0.13
Wilkes, Marissa	Teacher	0.13
Williams, Stephanie	Instructional Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Windham, Jennifer	Instructional Paraprofessional	1
Windham, Kira	Instructional Paraprofessional	1
Wyrick, Terena	Teacher	0.13

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bennett, Elizabeth	Curriculum Coordinator Elementary / Digi	Title 1	1
Bownds, Gail	Reading Specialist	Title 1	1
Brister, Lori	Reading Specialist	Title 1	1
Crain, Jayne	RTI Clerk / Instructional Para	Title 1	1
Doggett, Pamela	Reading Specialist	Title 1	1
Haddox, Sheila	Curriculum Coordinator Secondary	Title 1	1
Hernandez, Diana	RTI Clerk / Instructional Para	Title 1	1
Maldonado, Gabriela	RTI Clerk / Instructional Para	Title 1	1
Martinez-Rodriguez, Claudia	Computer Lab Paraprofessional and Readin	Title 1	1
Morris, Meredith	Math Specialist	Title 1	1
Ramirez, Lucerito	Instructional Paraprofessional	Title 1	1
Roberts, Alicia	RTI Clerk / Instructional Para	Title 1	1
Stanford, Diana	Reading Specialist	Title 1	1

District Funding Summary

211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	8			\$0.00
2	1	1			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
255, ESEA Title II, Part A-Teacher & Principal Tra					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$0.00
2	1	1			\$0.00
2	1	4	Site license		\$41,666.67
Sub-Total					\$41,666.67
410 State Textbook Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$27,000.00
Sub-Total					\$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
Sub-Total					\$0.00

Addendums

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

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, 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

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	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**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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

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

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

Grades K-2 Students 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.		Grades 3-12 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.	
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
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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).