Carroll Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 15, 2021
Public Presentation Date: October 18, 2021

Mission Statement

Building on a Dragon tradition of excellence, the Carroll Independent School District will foster a safe, caring, and creative learning environment that inspires students to realize their full potential as they positively impact the world around them.

Vision

Excellence
Relationships
Character and Integrity
Innovation
Open and Honest Communication
Compassionate Service

Value Statement

Goal 1: We will provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Goal 2: We will cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Goal 3: We will provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

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Demographics

Demographics Summary

Carroll ISD is a K-12 public school system located in the heart of the Dallas-Fort Worth area. The 21-square-mile district consists of 11 schools serving more than 8000 students and 1100 employees. The district has earned the top rating of "A" by the Texas Education Agency and is one of only 5 schools in the state to have earned the Post Secondary Distinction Designation. Although all Texas schools received "Not Rated: Declared State of Disaster for the 2020 and 2021 years, all campuses had previously earned an "A" rating and earned distinction designations in different areas.

The state of Texas does not rank public schools, but they do rate them based on performance on standardized tests, attendance, and dropout rates. CISD has a 0.1% dropout rate, a 96.3% attendance rate and consistently scores above the state and national averages on assessments.

Approximately 99 percent of Carroll's seniors go on to attend a college or university after graduation. More than 90 percent of Carroll students take a college entrance exam, with composite scores on the SAT and ACT that exceed state and national averages. Carroll offers a full array of Advanced Placement and Honors courses, a challenging curriculum for gifted and talented students and special programs for students with special needs.

2021-2022 District Enrollment Profile Data

Campus	Students	Student Ethnicity	Percent
Carroll Senior High	1,396	White	59.97%
Carroll High School	1,426	Asian	21.28%
Carroll Middle School	771	Hispanic/Latino	10.70%
Dawson Middle School	628	Two or More Races	5.84%
Durham Intermediate	694	Black/African American	1.85%
Eubanks Intermediate	553	American Indian/Alaska Native	0.25%
Carroll Elementary	607	Native Hawaiian/Other Pacific Islander	0.11%
Johnson Elementary	657		
Old Union Elementary	473		
Rockenbaugh Elementary	475		
Walnut Grove Elementary	638		

(based on enrollment on 8/25/21)

Staff Quality, Recruitment, and Retention

The Human Resource department is focused on recruiting and hiring qualified staff and providing training opportunities for all staff members. Carroll ISD has a New Hire/Mentor program for all teaching staff new to the district as well as ongoing support during their first and second year of teaching. Professional development is planned throughout the district to meet the needs of students and staff. Carroll ISD strives to keep salaries and benefits competitive with surrounding districts.

We have procedures for recruiting the best teachers and the procedures are discussed with and disseminated to the campuses.

Demographics Strengths

Campuses: 11	Graduation Rate: 100%
Grades: Preschool through 12	Attendance Rate: 96.3%
Student Enrollment: 8318 (as of 8/25/2021)	College-Bound Seniors: 99%
Employees: 1130	Dropout Rate: 0.1%
Average SAT Score: 1294 (2019-2020 TAPR)	School Mascot: Dragons
Average ACT Score: 27.7 (2019-2020 TAPR)	School Colors: Green & White

All Carroll ISD Performance Levels (PLs) are 0, 0SA, 0 RI, 1, 1 SA according to Results Driven Accountability (RDA) from the Texas Education Agency (TEA). RDA indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the RDA indicators, the higher the PL is, the lower the LEA's performance is. Additionally, Carroll ISD data does not indicate Significant Disproportionality (SD) in any area. IDEA requires state agencies to identify districts that place students with disabilities in more restrictive settings, or discipline children from any racial or ethnic group at markedly higher rates than their peers. Therefore, the state must calculate a risk ratio for each LEA in seven racial/ethnic groups for each analysis category within areas of identification (representation), placement, and discipline. Districts that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category will be assigned a PL designation of significant disproportionate (SD).

STAAR (Total EL - English Learners)	2018	2019	2021
All Grades All Subjects	78%	81%	83%
All Grades ELA/Reading	73%	77%	79%
All Grades Mathematics	84%	91%	90%
All Grades Writing	82%	82%	86%
All Grades Science	67%	71%	78%
All Grades Social Studies	100%	*	*

*indicates results are masked due to small numbers

All student categories measured through accountability measures exceed region and state averages.

Staff Quality, Recruitment, and Retention

1. Carroll ISD attends a variety of university and high volume job fairs.
2. HR expects a variety of district personnel to attend job fairs (i.e. AP's, Principals, and Executive Directors).
3. CISD increased number of teachers with ESL certification.
4. CISD has created a quality, first year teacher mentoring program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the 2019-20 TAPR, 81% of Economically Disadvantaged students in Carroll ISD met the "At Approaches Grade Level or Above" in all grades ELA/Reading STAAR assessment (-16% from district average of 97% for all students; +3% from state average). **Root Cause:** Inconsistent implementation of targeted, research-based tier 1 instruction, differentiation and academic intervention.

Student Learning

Student Learning Summary

The last year that Carroll ISD was rated (2019), we earned an "A" on the state accountability performance ratings.

Domain	Score
Student Achievement	96
School Progress	92
Closing the Gaps	95
Overall Rating	**96**

Districts are also eligible to receive a distinction designation for postsecondary readiness. The distinction takes into account factors such as graduation rates, ACT/SAT participation and performance, Career and Technical Education (CTE) graduates and dual credit course completion rates. Postsecondary readiness is the only distinction at the district level. **Carroll ISD earned the Distinction Designation for Postsecondary Readiness.**

STAAR 3-8		State Avg.	CARROLL ISD Avg.	State Avg.	CARROLL ISD Avg.	State Avg.	CARROLL ISD Avg.
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
Reading	Grade 3	68	97	38	84	19	59
	Grade 4	63	93	36	79	18	52
	Grade 5	72	96	45	83	30	65
	Grade 6	61	93	31	74	14	49
	Grade 7	68	96	44	81	25	62
	Grade 8	72	96	45	85	21	56
Math	Grade 3	61	96	30	75	14	49
	Grade 4	58	96	35	80	21	62
	Grade 5	69	95	43	84	24	68
	Grade 6	66	94	34	82	14	53
	Grade 7	54	96	25	83	11	60
	Grade 8	60	97	35	91	10	61
Writing	Grade 4	53	92	26	74	8	40
	Grade 7	61	95	31	81	9	45
Science	Grade 5	61	95	30	76	12	47
	Grade 8	67	96	42	88	23	66

STAAR 3-8		State Avg.	CARROLL ISD Avg.	State Avg.	CARROLL ISD Avg.	State Avg.	CARROLL ISD Avg.
		% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
Social Studies	Grade 8	56	93	27	73	13	52

STAAR EOC	State Avg.	CARROLL ISD Avg.	State Avg.	CARROLL ISD Avg.	State Avg.	CARROLL ISD Avg.
	% Approaches Grade Level		% Meets Grade Level		% Masters Grade Level	
English 1	66	97	50	93	12	55
Alg. 1	72	97	41	83	23	72
Biology	81	98	54	90	22	55
English 2	70	96	57	92	11	45
US Hist.	88	99	69	95	43	80

Approaches Grade Level Performance: Students have some knowledge of course content, but may be missing critical elements. Students need additional support and intervention strategies.

Meets Grade Level Performance: Students are sufficiently prepared for the next grade level or course and have a reasonable likelihood of success in the next grade level or course, but may need short-term, targeted academic intervention.

Masters Grade Level Performance: Students show mastery of the course knowledge and skills and students are on track for college and/or career.

Student Learning Strengths

Mathematics Achievement

Student achievement in Mathematics across the district indicates math achievement is above the State average in all grades 3-8 and Algebra I. Masters for grades 3-8 and Algebra I continues to be above state levels.

Reading/Language Arts Achievement

Student achievement in Reading across the district indicates reading achievement is above the State average in all grades 3-8, English I, and English II. Masters for grades 3-8, English I, and English II continues to be above state levels.

Writing Achievement

Student achievement in Writing in grades 4, 7, and EOC English I and II are above the State average in all performance categories. Masters for grades 3-8, English I, and English II continues to be above state levels.

Science Achievement

Student achievement in Science grades 5, 8, and Biology EOC are well above the State average in all performance categories. Masters for grades 5, 8, and Biology continues to be above state levels.

Social Studies Achievement

Student achievement in Social Studies across the district indicates achievement is above the State average in all tested grades and at all performance levels. Masters for grades 8 and US History EOC continues to be above state levels.

Student Achievement Domain

Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. It also considers graduation rates and how prepared students are for life after high school. Districts earn an A (90-100) for exemplary achievement when at least 60% of students meet grade level on STAAR and at least 60% of graduates are college ready, obtain a specialized career credential or enlist in the military. The last time we were rated, Carroll ISD earned 96 out of 100 points in this domain.

School Progress Domain

School Progress measures how much better students performed on the STAAR test this year versus last year. It also looks at how much better students are doing academically at the district compared to similar districts. Districts earn an A (90-100) for exemplary progress when at least 76% of students have made a year's worth of academic gains OR the school's achievement is far above average compared to similar districts. The last time we were rated, Carroll ISD earned 92 out of 100 points in this domain.

Closing the Gaps Domain

Closing the Gaps measures the percentage of different groups of students that are performing above state goals in four areas. Districts earn an A (90-100) for exemplary work at closing performance gaps when 89% or more of student groups have met state goals. The last time we were rated, Carroll ISD earned 95 out of 100 points in this domain.

Student Achievement Strengths

A thorough analysis of Carroll ISD's student achievement reveals the following areas of strength:

- The last time we received an accountability rating, all schools in Carroll ISD received a rating of Met Standard in the state accountability system and achieved a numerical overall score of 94% or better.
- Carroll ISD continues to exceed the state standard in all subject areas and on all tests.
- Carroll ISD far exceeds the state average in all subject areas and on all tests.
- Carroll ISD has one of the highest graduation rate percentages in the state.

District Processes & Programs

District Processes & Programs Summary

CIA

Carroll ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. The curriculum is written by our curriculum coordinators and teams of teachers, including staff from special programs, to specifically address the needs of our students. We ensure that the curriculum is written based upon the TEKS. We have common assessments that are used across all campuses and aligned directly with the curriculum. Benchmark tests are given twice a year in each core content area to assess the strengths and weaknesses of students' mastery of the TEKS. Data from all tests are used by teachers for continual improvement of instruction.

Staff Recruitment

The Human Resource department is focused on recruiting and hiring qualified staff and providing training opportunities for all staff members. Carroll ISD has a New Hire/Mentor program for all teaching staff new to the district as well as ongoing support during their first and second year of teaching. Professional development is planned throughout the district to meet the needs of students and staff. Carroll ISD strives to keep salaries and benefits competitive with surrounding districts.

We have procedures for recruiting the best teachers and the procedures are discussed with and disseminated to the campuses.

District Organization

Carroll ISD has benefitted from campus and community support. This district commitment will impact the effectiveness of the strategies for our students. The district has also benefited from the national recognition of our energy efficiency and safe school efforts.

The challenges and opportunities faced by the district in this area of the needs assessment are ongoing. One challenge is to gather the data at all levels with accuracy and fidelity and place it in an understandable context for all individuals both inside and outside of the system to review. There is an additional need to build context for the continued implementation of the new teacher and principal evaluation system. The district continues to emphasize improvement in consistency from campus to campus related to day to day operations and parent requests.

Technology

Carroll ISD believes technology improves student engagement and the overall learning process. Therefore, Carroll ISD embraces technology to ensure that all students and staff have the appropriate digital resources to provide the highest quality instruction possible.

Carroll ISD is committed to maintaining the highest possible standards in hardware, software, and network capability for our staff and students. This requires that the district implement relevant current technologies and best practices while keeping abreast of emerging technologies. While providing these crucial resources, we want to ensure the safety of our students.

District Processes & Programs Strengths

CIA

1. CISD curriculum is a living document that is revised yearly to best support instruction for the needs of all students.
2. We have curriculum coordinators for each of the core content areas.
3. Campus administrative support of sending teachers to work on district curriculum teams is supported.
4. Curriculum decisions are made through a collaborative effort.
5. CBA's are written by curriculum coordinators and teacher experts and are revised yearly.
6. The district purchased a learning management platform with training modules and resources.
7. The district believes that the curriculum should support students being college and career ready.
8. The district will work cooperatively with principals in strengthening their ability to be instructional leaders.
9. The district will work with principals and teachers to enhance the understanding of rigor and relevance.

Staff Recruitment

1. Carroll ISD attends a variety of university and high volume job fairs.
2. HR expects a variety of district personnel to attend job fairs (i.e. APs, Principals, and Executive Directors).
3. CISD increased number of teachers with ESL certification.
4. CISD has created a quality, first year teacher mentoring program.

District Organization

1. Continuation of vertical and horizontal curriculum alignment teams in collaboration with special programs.
2. Continued development of campus/district processes.
3. Continued efforts for energy efficiency and air quality control.

Technology

1. Carroll ISD is particularly strong in networking infrastructure and hardware infrastructure on every campus.

    1. We have two data centers connected to each campus with 40GB connections.
    2. Every 7-12 classroom has been equipped with a new wireless access point within the past year.
    3. All servers have been upgraded to the latest version of Cisco USC.
    4. The district currently has 11GB of internet connections from two data centers, each connected with leading enterprise firewalls.

2. Carroll ISD has created a technology training initiative for staff called "Dragons Go Digital" which helps teachers gain skills in integrating technology into the curriculum and to support student engagement. After completing the program, teachers serve as mentors to their colleagues, creating another avenue for instructional support.

3. Carroll ISD has invested in Canvas Coaches to provide on-campus support for teachers using Canvas in grades 5-12.

4. Carroll ISD has secured excellent technicians both on campus and at the district level to provide ongoing technical support for students, teachers, and staff.

5. In order to minimize the number of accounts that students need to remember a single sign-on tool called ClassLink has been implemented district wide. Most online textbooks and resources are available from within Classlink.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: While the student STAAR test scores are above the state average, students are decreasing in meets and masters in most categories from the 2019 STAAR results. **Root Cause:** The district needs to create a systematic approach to analyzing data so teachers better understand how to meet the needs of each student. In addition, training will be provided to staff regarding best practices and instructional strategies.

Problem Statement 2: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause:** Because of the numerous social media resources available, it can be difficult to ensure all stakeholders are hearing the same information.

Problem Statement 3: Getting students to school and to events in a timely manner can be a challenge. **Root Cause:** There is a shortage of bus drivers.

Problem Statement 4: Finish implementing the 2017 Bond AV system refresh at Elementary and Intermediate campuses **Root Cause:** Refreshing the technology needs at these campuses is crucial.

Problem Statement 5: The past couple of years Carroll ISD has implemented many new devices and systems, now comes the need to continue improving instruction to best utilize these new resources. **Root Cause:** Teachers and students must be trained to use technology correctly to enhance instruction.

Problem Statement 6: According to the 2019-20 TAPR, 78% of English Language Learners in Carroll ISD met the "At Meets Grade Level or Above" in all grades. For the Writing STAAR assessment, 18% of English Language Learning in Carroll ISD met the "At Meets Grade Level or Above" . (62 points from district average of 80% for all students; -20 from state average). **Root Cause:** While teachers work to create lessons that accommodate the students' current linguistic needs, there continues to be a need for targeted in-class and supplemental support for English learners that is linguistically and culturally responsive.

Problem Statement 7: According to the 2019-20 TAPR, 74% of Economically Disadvantaged students in Carroll ISD met the "At Approaches Grade Level or Above" in all grades ELA/Reading STAAR assessment (-23% from district average of 97% for all students; -1 from state average). **Root Cause:** Inconsistent implementation of targeted, research-based tier 1 instruction, differentiation and academic intervention.

Problem Statement 8: According to the 2019-20 TAPR, 71% of Special Education (current) in Carroll ISD met the "At Approaches Grade Level or Above" in all grades Writing STAAR assessment (-25% from district average of 96% for all students; +3 from state average). It is important to note the 6% increase from 2018 (65%) to 2019 (71%). **Root Cause:** Additional professional development is needed to equip teachers with the tools and strategies to scaffold and differentiate instruction for students who are performing below grade level.

Perceptions

Perceptions Summary

Carroll Independent School District is a positive, nurturing, and innovative learning environment that thrives on commitment and collaboration among students, teachers, parents and the community. Students experience success while contributing to the world around them.

Carroll ISD has very few discipline problems when compared with other schools. There have been no significant increases, indicating that resolution programs and interventions are typically successful. Bullying will not be tolerated and the District is committed to addressing any social and emotional well-being issue through our Counseling Department and monthly focus topics such as: Cyberbullying and Bullying Prevention and Awareness; Suicide Prevention; Drug; Tobacco; Vapor; Alcohol Awareness; Stress and Your Health; Cultural Awareness, and Self-Injury Awareness.

United in purpose, a group of dedicated staff, parents, and community members are in the process of creating the district Strategic Plan. This plan is a tool to measure where the district has been and where CISD wants to go.

Parent and Community Engagement

Carroll ISD is committed to parent involvement and will continue its efforts to build trusting relationships with parents and families. The district is committed to communicating information to parents and encouraging meaningful dialogue in a variety of formats. Carroll ISD will continue to explore preferred methods of communication for parents and increase parent participation in schools. The district will continue to work with our parents through the volunteer program. Through best practices strategies, Carroll ISD will involve parents at all grade levels and assist with the successful transition for students and families from elementary through secondary education.

Staff, parents, and community members will work together to create a district Strategic Plan.

Perceptions Strengths

1. Carroll ISD celebrates a positive, nurturing, and innovative learning environment.
2. Students report that they feel safe at school.
3. Students are accepting of students that are new to CISD.
4. Teachers feel empowered and valued. They report that CISD is a great place to work.
5. Administrators work closely with faculty and staff in decision-making.
6. CISD will be more transparent with information.
7. CISD will provide more recognition for safe/secure campuses.
8. Understanding the significance of horizontal and vertical alignment based on core documents ensure consistency in policies and procedures.

Parent and Community Engagement

1. Campuses host a variety of events for families to involve them in their children's education and develop a sense of community.
2. All campuses will have an active PTO to increase and/or improve practices of parental involvement.
3. Campuses communicate information to parents through various means such as: phone, email, website, E-news, Twitter and Facebook and the Parent Portal.
4. Focus groups and advisory committees meet to discuss areas of concern or items of interest.

5. The Communication Department uses Ask the Superintendent and ThoughtExchange in order to seek input from the community.
6. The district considers safety to be a high priority. The district has purchased a variety of resources to ensure students, teachers and the community have and understand the procedures should an emergency arise.

Data based on Community Input survey provided in the 2019-2020 school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students accessing social media and using it for bullying purposes has increased. **Root Cause:** With technology being more accessible, some students are using social media inappropriately and lack an understanding of the implications of their actions.

Problem Statement 2: Students and staff experiencing mental health struggles is increasing. **Root Cause:** With so many changes occurring in the world, our students and staff are overwhelmed with how to deal with the additional stress in their lives.

Problem Statement 3: Parent and community engagement is strong, but only among a certain group of individuals. We could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved.

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Violence and/or violence prevention records

Employee Data

- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 1: Monitor the progress of all student groups (race/ethnicity, special education, English learners, economically disadvantaged), strengthening the instructional core, and implementing Multi-Tiered Systems of Support (MTSS) with fidelity, Index 2 will reflect an increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will continue to exceed the state performance and show growth over district performance in 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
Strategy 1: Continue accountability in student achievement and increasing Career and Technology Education (CTE) student enrollment in our secondary grades.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Student performance data review. 2. Impact evidence: Increased number of CTE student enrollment.				
Staff Responsible for Monitoring: Leader: Executive Director for Curriculum and Instruction. Others: Principals, Curriculum Coordinators, and Teachers.				
Funding Sources: - Local, - CTE				
Strategy 2 Details	**Reviews**			
Strategy 2: Continue to administer district-wide assessments to gather formative student achievement data to drive instruction and to assist students with interventions in the four core curriculum areas.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Student performance data review. 2. Impact evidence: Increase performance in student learning.				
Staff Responsible for Monitoring: Leader: Curriculum Coordinators. Others: Principals and Teachers.				
Funding Sources: - Local				

Strategy 3 Details	Reviews			
Strategy 3: Monitor procedures and continue to provide professional development in order to provide greater support to campus Professional Learning Committees (PLC).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Professional Learning Committee minutes. 2. Impact evidence: Increase performance on district-wide assessments.				
Staff Responsible for Monitoring: Leader: Executive Director for Curriculum and Instruction and Curriculum Coordinators. Others: Principals and Teachers.				
Funding Sources: - Local, - Title I				

Strategy 4 Details	Reviews			
Strategy 4: Use data driven processes to make instructional decisions for the placement of students in Multi-Tiered Systems of Support (MTSS) and then train staff accordingly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Increase in professional development opportunities for teachers in regards to MTSS. 2. Impact evidence: Increased student achievement.				
Staff Responsible for Monitoring: Leader: MTSS Specialist and Curriculum Coordinators. Others: Principals and Teachers.				

Strategy 5 Details	Reviews			
Strategy 5: Solicit career mentor representatives to provide students with an opportunity to learn more about future career options.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: More mentors in the buildings. 2. Impact evidence: Students will have a better understanding of possible career opportunities.				
Staff Responsible for Monitoring: Leader: Executive Director for Curriculum & Instruction. Others: Coordinators, Principals, and Teachers.				

Strategy 6 Details	Reviews			
Strategy 6: Continue the implementation of House Bill 3 Reading Academies which includes training and then incorporate that training into the curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Students will show an increase in their reading comprehension abilities. 2. Impact evidence. Test scores will improve.				
Staff Responsible for Monitoring: Leader: Executive Director for Curriculum & Instruction, Executive Director for Special Programs, and Principals. Others: Curriculum Coordinators, Counselors, and Teachers.				

Strategy 7 Details	Reviews			
Strategy 7: Build a foundation for early elementary mathematics intervention program that focuses on individual learning needs based on the results of diagnostic assessment.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Implementation Evidence: Increase in professional development opportunities for early elementary teachers in regards to Math Numeracy Intervention Workshop. Impact Evidence: Based on Tiering History records, students performing below grade level in math will increase level of performance to on-grade level based on the Entrance and Exit Criteria Rubric. **Staff Responsible for Monitoring:** Leader: MTSS Specialist and K-6 Math Coordinator. Others: MTSS Campus Teams and Teachers.				

Strategy 8 Details	Reviews			
Strategy 8: Coordinate efforts to align Multi-Tiered System of Support (MTSS) to the Texas Model of Comprehensive School Counseling Program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Implementation Evidence: Create a district-level leadership committee including the counselors, Special Education staff, and MTSS Leads to review screeners, tiering solutions legal requirements, and best practices to make recommendations for MTSS Handbook Procedures. Impact Evidence: Staff will understand best practices for tiering behavior. **Staff Responsible for Monitoring:** Leader: MTSS Specialist and Curriculum Coordinators. Others: Counselors and Teachers.				

ᵒˣ No Progress	🔵 Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 2: Create consistencies and common expectations in educational practices across all areas (Strategic Plan #7)

    Evaluation Data Sources: Completion data
    Student handbooks

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide professional development and appropriate resources and support for ongoing instructional programs and the implementation of major initiatives, including: -Differentiated Instruction; -Readers and Writers workshop; -Utilize Learning Walks; -High-quality prekindergarten; -ESL: Effective Instructional Strategies for English Learners (ELs) -Special Education: Inclusion through the Co-Teaching Model, Professional Learning Communities, Implementation and Documentation of the IEP -Section 504: Accommodations and Creating Access through Technology -Math Workshop.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Professional development documentation records. 2. Impact evidence: Confirmation from teachers that they are equipped to implement the district initiatives. **Staff Responsible for Monitoring:** Leader: Executive Director for Curriculum and Instruction, Executive Director for Special Programs and Executive Director of Technology. Others: Principals, Curriculum Coordinators, ESL/PreK Coordinator, Special Programs Coordinator and Facilitator. **Funding Sources:** - Local, - Title I, - Title II, IDEAB - IDEA-B				
Strategy 2 Details	Reviews			
Strategy 2: A pre-kindergarten to 12th grade district-wide teacher development program will be implemented to improve teachers' ability to infuse a wider variety of instructional strategies in the classroom instruction and create meaningful relationships with students leading to increased achievement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Teachers will receive professional development training in these areas. 2. Impact evidence: Achievement will improve based upon relationships and material relevancy of the classroom environment. **Staff Responsible for Monitoring:** Leader: Coordinators, Executive Director of Curriculum & Instruction, and Executive Director of Special Programs . Others: Principals and Teachers.				

Strategy 3 Details	Reviews			
Strategy 3: Increase the cognitive rigor of classroom instruction through critical thinking and higher order questioning strategies.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Professional development certificates of participation and principal walk-through data. 2. Impact evidence: The level of cognitive thinking observed in classrooms will increase. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum and Instruction; Curriculum Coordinators. Others: Principals and Teachers. **Funding Sources:** Professional Development - Title I, Professional Development - IMA				

Strategy 4 Details	Reviews			
Strategy 4: Students in grades K-4 will participate in intervention/enrichment blocks allowing students at all skill levels to receive broader exposure to expanded subject matter.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: There will be greater student engagement in the classrooms. 2. Impact evidence: Students' needs will be better met with fewer distractions during the school day. **Staff Responsible for Monitoring:** Leader: Curriculum Coordinators and Principals. Others: Teachers.				

Strategy 5 Details	Reviews			
Strategy 5: Allow students to be challenged in courses that might be above grade level by providing extension opportunities.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will work together to create enrichment activities. 2. Impact evidence: All students will receive individualized instruction to challenge each child to their fullest potential. This will be measured by showing growth on the STAAR test. **Staff Responsible for Monitoring:** Leader: Coordinators, Principals, Executive Director of Curriculum & Instruction. Others: Teachers and Staff.				

Strategy 6 Details	Reviews			
Strategy 6: Provide vertical and horizontal content area professional development for greater collaboration of teachers in grades PK-12.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: We will see an increase in the involvement level of our professional development records. 2. Impact evidence: A better understanding of what each grade level expectations are for students. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators. Others: Principals and Teachers.				

Strategy 7 Details	Reviews			
Strategy 7: Provide professional learning opportunities which increase collaboration and participation of special programs (special education teachers, dyslexia therapist/teachers, ESL teachers) and general education teachers, promote educator effectiveness, enhance knowledge of curriculum, and model student-centered, research-based practices in teaching and learning.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will provide more individualized Tier 1 instruction. 2. Impact evidence: Staff will have a better understanding of what each grade level's expectations are for students. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators; Executive Director for Special Programs and Special Education Coordinator. Others: Principals and Assistant Principals.				

ᴼ No Progress	🔵 Accomplished	➔ Continue/Modify	✕ Discontinue

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 3: Prepare students to be successful in post-secondary education and career choices by facilitating their college and work readiness upon graduation from CISD.

Evaluation Data Sources: CISD Academic Planning Guide: Texas Model for Comprehensive School Counseling Programs, 5th edition; Personal Graduation Plan forms; Texas Grant program guidelines; Naviance and YouScience

Strategy 1 Details	Reviews			
Strategy 1: Redesign Career and Technical Education courses and/or curricular strands to enhance programs of study to include creative thinking. Establish opportunities to explore careers at K-4, 5-6, and 7-8 grade students. **Strategy's Expected Result/Impact:** 1. Implementation evidence: Number of high school students aware of Career and Technical Education courses. Impact evidence: Number of high school students enrolled in Career and Technical Education courses. 2. Implementation evidence: K-8 Guidance Curriculum. Impact evidence: Students in grades K-8 will be exposed to variety of career pathways. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum & Instruction and Curriculum Coordinators. Others: Counselors and Teachers.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide information regarding higher education admissions and financial aid opportunities in addition to information on the FAFSA requirement. **Strategy's Expected Result/Impact:** 1. Implementation evidence: Counselors will create guidance curriculum for grades K-12 . They will host junior conference meetings in order to provide more individual planning with students. 2. Impact evidence: Students and their parents will have a better understanding of how the college admission's process works as well as how completing the FAFSA is a necessary requirement in the college application process. **Staff Responsible for Monitoring:** Leader: Coordinator for Counseling and Campus Counselors. Other: Principals.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Establish and reinforce community partnerships to ensure that graduates are prepared for the future workplace.		Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will gather data on skills needed in the 21st century workplace. 2. Impact evidence: Through this process, staff will the create a list of community-based internship opportunities for students in grades 11-12. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum & Instruction; Executive Director of Technology; and Curriculum Coordinators. Others: Technology Specialists, Administrators and Teachers.		**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Provide support to students through individual counseling, group counseling, and guidance lessons. Counselors will work with curriculum coordinators to incorporate Character Traits into the curriculum.		Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Counselors will have discussions with students and parents; newsletters; staff support in order to meet the needs of our students. 2. Impact evidence: We will have healthier and happier students. **Staff Responsible for Monitoring:** Leader: Coordinator for Counseling. Other: Campus Counselors.		**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 4: Increase the percent of English learners demonstrating English language acquisition, as measured by yearly progress indicator on the Texas English Language Proficiency Assessment System (TELPAS) and increase the percent of English learners "At Meets Grade Level or Above" in all grades writing STAAR.

Evaluation Data Sources: TELPAS
PEIMS data
STAAR
TAPR

Strategy 1 Details	Reviews			
Strategy 1: Ensure that parents with limited English proficiency are provided with communication in a language they can understand. This communication is accessible, consistent, and targeted to the needs of English learners and their families; demonstrates value and celebration in the primary language and culture of the students and families; and provides progress of the English learners in English language acquisition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will improve communication with speakers of other languages. 2. Impact evidence: Parents and students will be more informed of possible options for their child. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs and Coordinator of English as a Second Language/PreK. Others: Principals, Assistant Principals and Director of Assessment. **Funding Sources:** - Local, - Title I, - Title III				

Strategy 2 Details	Reviews			
Strategy 2: Ensure collaboration between the LPAC and the ARDC to meet the needs of LEP students with special needs to monitor the coordination of services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: ESPED reports will be created to help better meet the needs of our students. 2. Impact evidence: By working together, we will better meet the needs of our students. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs, Coordinator of ESL/PreK and Coordinator of Special Education. Others: Principals, ESL Teachers, Director of Assessment. **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
Strategy 3: Continue summer school program for English Learners (ELs) in grades kindergarten and first grade as outlined in 19 Texas Administrative Code (TAC) SS89.1250.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will review student data to ensure growth. 2. Impact evidence: Students will show an increase in student achievement. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs and Coordinator of ESL/PreK. Other: Principals, and Director of Assessment. **Funding Sources:** - Local, - Title I, - Title III				

Strategy 4 Details	Reviews			
Strategy 4: Provide additional professional development in the following areas: second language acquisition methods; sheltered instruction; affective, linguistic and cognitive needs of second language learners in the content areas; accommodations and modifications; content-based instruction that is linguistically and culturally responsive; and ELPS integration.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: By providing this professional development, there will be better instructional alignment. 2. Impact evidence: Increase in student achievement. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs and Coordinator of ESL/PreK. Other: Principals and ESL Teachers and Director of Assessment. **Funding Sources:** - Title III, - Local, - Title I				

Strategy 5 Details	Reviews			
Strategy 5: Active recruitment and retention steps are taken to seek teachers who are ESL certified in all content areas, ensuring intention and meaningful instruction of language through content.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: CISD will increase the percentage of ESL certified teachers. 2. Impact evidence: By increasing the number of certified teachers, then student achievement will improve. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs, Executive Director for Personnel Services, Principals/Assistant Principals. Others: Staff.				

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 5: Continue to sustain district-wide PK-12 curriculum alignment with research based instructional practices in order to achieve optimal student performance.

    Evaluation Data Sources: Vertical and horizontal alignment of the scope and sequence documents and classroom walk-throughs.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide advanced academic opportunities for identified gifted and talented and high achieving secondary students.	Formative			Summative
-Advanced and AP courses for grades 7-12. -Interdisciplinary Studies for grades 5-6. -Provide required staff development for teachers in the AP program. -Coordinators will facilitate curriculum development and alignment.	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 1. Implementation evidence: There will be an increase in the number of students participating in advanced coursework.
    2. Impact evidence: Staff will be able to Increase student achievement.
 	
    Staff Responsible for Monitoring: Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators.
    Others: Advanced and AP Teachers.
 	
    Funding Sources: - HS Allotment				

Strategy 2 Details	Reviews			
Strategy 2: Provide training days for selected staff members to align curriculum both vertically and horizontally across all content areas in grades PK-12. This will create consistency and allow for the curriculum to be implemented with fidelity.	Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Scope and Sequence documents will show the alignment between the grade levels and across the grade level. 2. Impact evidence: This will ensure consistency in the alignment of the curriculum.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leader: Executive Director of Curriculum and Instruction, Curriculum Coordinators and Executive Director for Special Programs. Others: Teachers and Principals.				

Strategy 3 Details	Reviews			
Strategy 3: Provide training for teachers to analyze assessment data to ensure all students are making expected progress towards at least one year's worth of growth.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Scope and Sequence documents will align so that growth can be measured. 2. Impact evidence: This will ensure data is being used appropriately to ensure gains. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators. Others: Teachers and Principals.				

Strategy 4 Details	Reviews			
Strategy 4: Identify power standards and create common formative and summative assessments.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Scope and Sequence documents and test data in order to ensure student learning. 2. Impact evidence: This will ensure consistency among grade levels and subpopulations. **Staff Responsible for Monitoring:** Leader: Curriculum Coordinators and Executive Director of Curriculum and Instruction. Others: Teachers and Principals.				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 6: Continue to implement research-based programs to ensure compliance with Special Education (SPED) Indicators in TEA's Results Driven Accountability (RDA) and increase student growth performance on STAAR.

    Evaluation Data Sources: STAAR
    PEIMS data
    TAPR
    eSTAR Reports

Strategy 1 Details	Reviews			
Strategy 1: Ensure all programs are effectively implemented, documented, and evaluated in accordance with state and federal guidelines by providing technical support, professional development, coaching and appropriate resources in the least restrictive environment that results in positive outcomes for students with disabilities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: IEP Progress Monitoring and observations. 2. Impact evidence: Differentiated instruction in classes. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs. Others: Coordinator of Special Education, Special Education Facilitator, Campus Administrators, Special Programs Technology Integration Specialist and Special Education Staff. **Funding Sources:** - Local, - Title I, - IDEA-B				
Strategy 2 Details	Reviews			
Strategy 2: Develop, cultivate, and sustain a culture of data-driven instruction by utilizing a learning management platform to support specially-designed instruction and related services with the following components: curriculum, skill and behavior success, professional learning, social emotional learning, implementation supports and coaching supports.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Evaluation of curriculum. 2. Impact evidence: IEP implementation and progress monitoring **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs, Coordinator of Special Education Others: Special Education Facilitator, Special Education Staff **Funding Sources:** - Local, - Title I, - IDEA-B				

Strategy 3 Details	Reviews			
Strategy 3: Continue to strengthen transition services by assisting students in locating and obtaining part-time employment, increasing support to parents in understanding and accessing transition services in the community for students with moderate to severe disabilities, and identifying areas of concern.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: eSTAR reports, documentation logs, parent meeting/conference sign-in sheets 2. Impact evidence: eSTAR Reports, student employment data, parent surveys **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs Others: Parent Transition Team; Transition Specialist, Coordinator of Special Education, Special Education Facilitator **Funding Sources:** - Local, - Title I, - IDEA-B				

Strategy 4 Details	Reviews			
Strategy 4: Continue to foster collaboration between the Special Programs team and the Curriculum and Instruction team to support teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Department meeting agendas and sign in sheets. 2. Impact evidence: Greater alignment as it relates to implementation of instructional practices and strategies embedded in the general education curriculum. **Staff Responsible for Monitoring:** Executive Director of Special Programs and Coordinators/Facilitator Executive Director of Curriculum and Instruction and Coordinators				

°ₒ No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 7: Provide relevant technology resources, along with quality ongoing training, to integrate best-of-class learning experiences and efficient work environments. (Strategic Plan #3)

> **Evaluation Data Sources:** Instructional Technology Specialists will work with staff to better understand ways to integrate technology into the classroom.

Strategy 1 Details	Reviews			
Strategy 1: Complete the implementation of the Strategic Plan's Digital Classroom design as specified in the 2017 Bond	**Formative**			**Summative**
- Encourage technology integration with all teachers in utilizing technology integration. - Update classroom equipment as needed. - Provide digital tech integration training.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Training completed. 2. Impact evidence: Greater utilization of technology in the classroom. **Staff Responsible for Monitoring:** Leader: Executive Director for Technology Others: Instructional Technology Specialists **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
Strategy 2: Work with core subject teachers in grades K-2 to integrate Technology Applications TEKS into their curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Curriculum Scope and Sequence documentation updated to reflect instructional tech strategies and TEKS. **Staff Responsible for Monitoring:** Leader: Executive Director for Technology Others: Instructional Technology Specialists and Computer Lab Aides **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
Strategy 3: Work with core subject teachers in grades 3-4 to integrate Technology Applications TEKS (including keyboarding) into their curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Curriculum Scope and Sequence documentation updated to reflect instructional tech strategies and TEKS. **Staff Responsible for Monitoring:** Leader: Executive Director for Technology Others: Instructional Technology Specialists **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Work with core subject teachers in grades 5-8 to integrate Technology Applications TEKS into their curriculum.	**Nov**	**Jan**	**Mar**	**June**
- Review current practices to determine the best method for ensuring mastery of 6-8 Technology Applications TEKS. - Implement the best method(s) for ensuring mastery of the grades 6-8 Technology Application TEKS. **Strategy's Expected Result/Impact:** 1. Implementation evidence: Meeting documentation. 2. Impact evidence: Incorporation of the grade level Technology Application TEKS into the curriculum. **Staff Responsible for Monitoring:** Leader: Executive Director for Technology Others: Instructional Technology Specialists and Computer Lab Aides **Funding Sources:** - Local				
No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 8: Attract, recruit, and retain highly qualified personnel. (Strategic Plan #5)

Evaluation Data Sources: Teacher Retention Records

Strategy 1 Details	Reviews			
Strategy 1: All 0-1 year teachers will be included in the New Teacher Induction program .	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: New Teacher Induction records. 2. Impact evidence: Percentage of teachers who stay in the district at least three years. **Staff Responsible for Monitoring:** Leader: Executive Director of Curriculum and Instruction and Curriculum Coordinators Others: Principals and Mentor Teachers **Funding Sources:** - Local	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Campus Administration will assign a campus mentor to 0-1 year teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: New to CISD teacher and mentor documentation. 2. Impact evidence: Percentage of teachers who stay in the district at least three years. **Staff Responsible for Monitoring:** Leader: Campus Administration Others: Curriculum Coordinators **Funding Sources:** - Local	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Recruit and hire highly qualified instructional paraprofessionals, teachers and administrators. Procedures for hiring highly qualified teachers will be part of a required training session for principals and assistant principals during the spring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: Recruiting programs. 2. Impact evidence: Student enrollment/course offerings and staffing plan. **Staff Responsible for Monitoring:** Leader: Executive Director of Personnel Others: Principals	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development training focused on individualized instructional and pedagogical topics through the school year for all new hires.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Professional development will be more focused on the needs of the new hires. 2. Impact evidence: New to CISD hires will be more prepared to deal with the individualized needs of their students. **Staff Responsible for Monitoring:** Leader: Executive Director for Curriculum & Instruction and Coordinators Others: Principals and Teachers				

Strategy 5 Details	Reviews			
Strategy 5: Schedule coordinator observation with new teachers and provide detailed feedback and encouragement in a timely manner.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Coordinators will understand the needs of the new hires. 2. Impact evidence: Based upon the feedback, new hires will be equipped to deal with a plethora of experiences which might occur in the classroom. **Staff Responsible for Monitoring:** Leader: Curriculum Coordinators Others: Teachers and Principals				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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District #220919
November 16, 2021 11:50 AM

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 9: Ensure quality services for students identified with dyslexia or related disorders as evidenced by at least 90% "At approaches Grade Level or Above" on all grades ELA/Reading state assessment (STAAR).

> **Evaluation Data Sources:** We will review STAAR data to ensure we are providing quality services for all students.
> Staff will review progress monitoring data and adjust instructional needs accordingly.

Strategy 1 Details	Reviews			
Strategy 1: Continue to ensure compliance with the Texas Education Agency Dyslexia Handbook (2018 Update) by providing an instructional program that meets the requirements in 19 TAC 74.28(c) to include critical, evidence-based components of dyslexia instruction.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Progress monitoring data (i.e. reading plus, DRA, etc.) 2. Impact evidence: Teachers will be able to better construct lessons to meet the needs of the dyslexic student. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs and Section 504 and Dyslexia Coordinator Others: Principals, Dyslexia Therapists, Intervention Counselors and Classroom Teachers **Funding Sources:** - Local, - Title I, - Title II				

Strategy 2 Details	Reviews			
Strategy 2: Continue to provide development and planning support to increase quality instructional practices for Certified Academic Language Therapists/Teachers who are providing instruction to students in the language science program; continue to facilitate and provide professional development opportunities for teachers of dyslexic students as required by SB 866.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Professional development agendas and sign in sheets; PLC documentation 2. Impact evidence: Increase teacher ability to work with dyslexic students and provide differentiated instruction. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs Others: Principals, Section 504 and Dyslexia Coordinator, Dyslexia Therapists/Teachers, Intervention Counselors **Funding Sources:** - Local, - Title I, - Title II				

Strategy 3 Details	Reviews			
Strategy 3: Continue to increase student and staff use of technology resources, including Google Read and Write, to increase accessibility and engagement with content across all grade levels and subjects for a personalized learning experience.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Professional development agendas and sign in sheets; Eduphoria; usage data 2. Impact evidence: Increase accessibility **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs Others: Principals, Dyslexia Specialist, Coordinator of Dyslexia, Technology Integration Specialist, and Classroom Teachers				
⌀ No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.

Performance Objective 10: Develop and implement policies and action plans effectively promoting communication between students, school personnel, families and the community. (Strategic Plan #11)

Evaluation Data Sources: The district and the community will work closely together to ensure students have the opportunity to partner with a business.

Strategy 1 Details	Reviews			
Strategy 1: Prepare concise, informative and understandable financial and operating information for the public.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will provide meeting notes to ensure accuracy. 2. Impact evidence: Staff will work to better inform the public on the needs of the district. 3. Post results on the Financial transparency page and Carroll Budget.com. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Finance **Funding Sources:** - Local	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Promote goals, objectives, and accomplishments of the district.	**Formative**			**Summative**
- eBlasts - Inside Carroll Magazine - Community relations - CISD Website - Twitter - Facebook - Dragon App	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation of evidence: Documentation of communications 2. Impact evidence: Community is well informed of the happenings in the district. **Staff Responsible for Monitoring:** Leader: Executive Director for Communications **Funding Sources:** - Local, - Technology				

Strategy 3 Details	Reviews			
Strategy 3: Utilize district and campus communications tools including calling system, email, newsletters and parent connections.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: Communication feedback 2. Impact evidence: A form of communication will be available for all community members. **Staff Responsible for Monitoring:** Leader: Executive Director for Communications Others: Campus Personnel **Funding Sources:** - Local	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Implement best practices to recognize and enhance employee morale.	**Formative**			**Summative**
- Establish plan for Teacher Appreciation Week.	**Nov**	**Jan**	**Mar**	**June**
- Plan recognition for Texas Public Schools Week. - Recognize faculty achievement through eBlasts, Board meetings, and district website. -Transportation Employee of the Month. -End of the Year Awards Ceremony Core Values **Strategy's Expected Result/Impact:** 1. Implementation evidence: Meetings. 2. Impact evidence: Survey of needs. **Staff Responsible for Monitoring:** Leader: Executive Director for Communications Others: Campus Administrators **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
Strategy 5: Recognize and continue to offer and expand corporate and civic organization participation through the We Care	**Formative**			**Summative**
employee appreciation program.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1, Implementation evidence: We Care participation initiatives & budget reports. 2. Impact evidence: Provide more assistance to our staff. **Staff Responsible for Monitoring:** Leader: Executive Director for Communications **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
Strategy 6: Continue to provide and expand funding opportunities and other sponsorships from community groups.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: Track donations as approved by the Board of	**Nov**	**Jan**	**Mar**	**June**
Trustees. 2. Impact evidence: Better provide for teachers and students. **Staff Responsible for Monitoring:** Leader: Executive Director for Communications **Funding Sources:** - Local				

Strategy 7 Details	Reviews			
Strategy 7: Annually review, revise and distribute the Parent Involvement Policy and School-Parent-Student Compact to strengthen partnerships among stakeholders by involving parents (District Advisory Committee) in the planning, review and improvement of all Title I, Part A program requirements.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Participation will be shown through sign-in sheets and providing feedback to staff. 2. Impact evidence: By partnering with our community, we will Increase in data analytics. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs. Others: Campus Administrators. **Funding Sources:** - Local				

Strategy 8 Details	Reviews			
Strategy 8: Parent Engagement: - Better communicate when parent/teacher conferences will be conducted. - Provide flexible meeting/training opportunities for parents.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Conference documentation (dates, attendance, agenda, minutes). 2. Impact evidence: Teachers and parents work together to meet the needs of the students. **Staff Responsible for Monitoring:** Leader: Campus Administrators				

Strategy 9 Details	Reviews			
Strategy 9: Increase communication about school safety as well as mental health and wellness with educators, students, and the community.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Staff will show participation based upon meeting logs. 2. Impact evidence: There will be a greater feeling of security when individuals are in the buildings. **Staff Responsible for Monitoring:** Leader: Executive Director for Communications and Principals. Others: Counselors, Teachers, and Intervention Counselors.				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 1: Implement a safe and secure environment.

    Evaluation Data Sources: Safety Audit Reports and campus discipline reports, BEST training agenda and roster.

Strategy 1 Details	Reviews			
Strategy 1: Conduct evaluations of facilities and grounds. (State mandated safety audit to be completed every three years).	**Formative**			**Summative**
Conduct safety drills - #SAFEdragons - send update after the drill.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Safety Audit Report. 2. Impact evidence: Report on findings from the drill. Safe environments. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Staff and Student Services **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
Strategy 2: Compile disciplinary data from each campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: Safe schools data reports, campus discipline reports.	**Nov**	**Jan**	**Mar**	**June**
2. Impact evidence: Reconciliation of discipline reports - number of DAEP placements. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Staff and Student Services				

Strategy 3 Details	Reviews			
Strategy 3: Conduct BEST (Behavioral, Emotional Social Team) training across the district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 1. Implementation evidence: Increased awareness of staff, decreased discipline incidents of students.	**Nov**	**Jan**	**Mar**	**June**
2. Impact evidence: a BEST team on each campus. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Staff and Student Services, Executive Director for Special Programs, Coordinator for Special Education				

⊶ No Progress	💯 Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 2: Collaborate with families and community to support the academic, physical, emotional, and social well-being of each student. (Strategic Plan #1)

> **Evaluation Data Sources:** Survey results, staff evaluations, FitnessGram summative data results, professional development training records, program evaluations, counselor newsletters

Strategy 1 Details	Reviews			
Strategy 1: Provide drug/alcohol awareness training to students each year in grades K-12 through the comprehensive, developmental guidance program. The awareness program should be age appropriate.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: student surveys on drug/alcohol use would be available upon request for parents wishing to view this data; data from student tip lines. 2. Impact evidence: healthy students. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Staff and Student Services and Campus Counselors **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
Strategy 2: Conduct School Health Advisory Council (SHAC) meetings in the fall and spring each year to provide drug/alcohol awareness programs for parents and community.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: SHAC meeting agendas. 2. Impact evidence: Healthy staff members and community. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Staff and Student Services; Campus Counselors; School Resource Officers **Funding Sources:** - Local				

Strategy 3 Details	Reviews			
Strategy 3: Implement programs that promote awareness of trauma, human trafficking, sexual harassment, bullying, cyber bullying, and teen dating violence and the negative impact of such behaviors. Monitor mentoring programs to determine the level of success.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: classroom guidance. 2. Impact evidence: data from student incidents. **Staff Responsible for Monitoring:** Leader: Campus Counselors and Administrators **Funding Sources:** - Local				

Strategy 4 Details	Reviews			
Strategy 4: Provide training to all professional employees regarding child sexual abuse and other multi-treatment (abuse, neglect).	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Training sign-in sheets. 2. Impact evidence: Staff demonstrates knowledge and appropriate responses in online training quizzes. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent of Staff & Student Services Others: Campus Administrators				

Strategy 5 Details	Reviews			
Strategy 5: Implement programs, strategies, and activities that promote resiliency and stress management for staff and students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: classroom guidance; teacher support; wellness newsletters. 2. Impact evidence: Healthy students making good decisions. Increased resources, support, education, and awareness for staff members who may be struggling with their emotional, mental, or physical well being; fewer staff absences; increased communication among staff members and mentors; increased performance; happier staff **Staff Responsible for Monitoring:** Leader: Coordinator of Counseling and Campus Counselors and Administrators Others: Nurses				

Strategy 6 Details	Reviews			
Strategy 6: Provide training to all staff members in components of health and wellness which include: stress management and coping skills; health and nutrition; bullying prevention and kindness; conflict resolution; self defense and personal safety; drug and alcohol education and suicide prevention. Teachers will complete all required viewings from the Safe Schools program. Teachers will receive professional development from Mental Health First Aid. The district will implement a Threat Assessment Management program.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Training records; observations of implementation.. 2. Implementation impact: Teachers will be able to identify and meet social and emotional needs of students. 3. Lessons will be created and added to the curriculum. **Staff Responsible for Monitoring:** Leader: Campus Counselors and Administrators.				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Implement a Comprehensive School Guidance Program per HB 18	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation impact: Students will benefit from high-quality and effective comprehensive school counseling programs that meet the varying needs of students. With this resource, a school counselor can learn to use campus-specific data to identify the unique needs of a campus and design a comprehensive school counseling program to meet those needs. Recognizing the important roles of the entire educational community--principals, school counselors, teachers and parents--the Texas Model provides examples of how individuals in each of these roles can best contribute to implementation of the four components of comprehensive school counseling programs. This will enhance students' educational, career, personal, and social development. 2. Implementation evidence: School counselors will be able to deliver this counseling program while staying in compliance with the 80/20 rule mandated by SB 179. 80% of the school counselor's duties will fall into "counselor-specific" duties. **Staff Responsible for Monitoring:** Counselor Coordinator, Campus Counselors, Campus Administrators				

ᵒᵏ No Progress	🔵 Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Cultivate a secure, supportive, and nurturing environment where everyone feels safe and valued.

Performance Objective 3: Teachers will address the academic and behavioral needs of all students.

Evaluation Data Sources: TAPR
eSTAR Data
STAAR results
IEP Progress Monitoring
SAT summative documentation
Section 504 summative documentation
Program evaluations

Strategy 1 Details	Reviews			
Strategy 1: Students will receive scientific, research-based services to promote academic achievement: academic interventions; summer programs; language science; counseling; disciplinary intervention programs. District will define its expectations for these programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: assessment data, teacher observation and professional development opportunities will all be data used to help promote academic achievement. 2. Impact evidence: student promotion/retention data. **Staff Responsible for Monitoring:** Leader: Principals, MTSS Specialist, Executive Director for Curriculum and Instruction, Executive Director for Special Programs, and Curriculum Coordinators Others: CARE Teachers, Teachers, Counselors, Section 504 and Dyslexia Coordinator **Funding Sources:** - Title I, - IDEA-B				
Strategy 2 Details	Reviews			
Strategy 2: Monitor and implement accommodations and/or modifications for students with disabilities to ensure equitable access to grade-level or course curriculum and assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: ARD/Section 504 documentation. 2. Impact evidence: Passing grades and/or making progress on IEP goals **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs; Coordinator for Special Education, Principals, Assistant Principals, Section 504 Specialists, Teachers, Section 504 and Dyslexia Coordinator, Diagnosticians				

Strategy 3 Details	Reviews			
Strategy 3: Train staff on how to effectively implement the MTSS process across the district utilizing the MTSS Handbook and its resources.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Progress monitoring, SAT and Section 504 documentation in Eduphoria/Aware. 2. Impact evidence: Lesson plans that address all learners. **Staff Responsible for Monitoring:** Leader: Campus Administrators and MTSS Specialist Others: Campus 504 and SAT Coordinators				

Strategy 4 Details	Reviews			
Strategy 4: Provide and document Texas Behavior Support Initiative (TBSI), a state-level training mandated by Senate Bill 1196 and the Texas Administrative Code SS89.1053, for designated staff. The TBSI training is designed to provide foundational knowledge for the use of positive behavior interventions and supports for all students, including those with disabilities. While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundation-level behavior strategies and prevention-based school-wide, classroom, and individual interventions.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Training records. 2. Impact evidence: Staff is prepared to meet the needs of their students. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs; Coordinator of Special Education, TBSI Core Team, Behavior Specialist, CPI Instructors **Funding Sources:** - Local, - IDEA-B				

Strategy 5 Details	Reviews			
Strategy 5: Provide appropriate services to all students identified as Homeless, according to the requirements of the McKinney-Vento Homeless Assistance Act.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Skyward report from each campus. 2. Impact evidence: Students in need receive assistance. **Staff Responsible for Monitoring:** Leader: Executive Director for Special Programs; Counselors, Campus Administrators **Funding Sources:** - Local, - Title I				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Provide an adaptive, efficient, and innovative infrastructure to optimize all operational areas in a fiscally responsible manner.

Performance Objective 1: Build and efficiently utilize financial resources across all operational and capital areas. (Strategic Plan #2)

Evaluation Data Sources: Surveys
Recognition awards
Evaluation instruments
Guidelines for energy management
Achievement of targets
Construction completion
Staffing guidelines
Procedure manual
Implementation of updated procedures
Annual planning workshops
Review improvement checklist
Complete CISD Library Procedures Manual

Strategy 1 Details	Reviews			
Strategy 1: Implement management tools to ensure quality and consistency of work.	**Formative**			**Summative**
- Employee recognition programs - Employee evaluation instruments	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Meeting documentation. 2. Impact evidence: Increase morale of staff throughout the school year. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent of Operations				

Strategy 2 Details	Reviews			
Strategy 2: Establish targets for utility usage and costs for district sites that are appropriate based on utility rates, facility size, type of building and use.	**Formative**			**Summative**
- Update written guidelines for energy management procedures.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 1. Implementation evidence: Current utility data. Industry standards. 2. Impact evidence: Campuses will be more energy efficient. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent of Operations Others: Director of Maintenance				

Strategy 3 Details	Reviews			
Strategy 3: Continue implementation of building automation systems for mechanical control of utility costs.	Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Explore performance contract. Energy management program. 2. Impact evidence: Improve environmental standards on the campuses. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent of Operations Others: Director of Maintenance **Funding Sources:** - Local	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: HR needs to better communicate with principals how staff plans are determined and how it is decided that a new staff member should be added.	Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Meeting minutes. Budget analysis. 2. Impact evidence: Master schedules will be more accurate. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent of Staff and Student Services Others: Executive Director of Personnel **Funding Sources:** - Local	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Develop, update and maintain written procedures providing guidance on financial activities.	Formative			Summative
- Purchasing, bid compliance, other business office services - Credit cards - Budget development and amendments - Timekeeping and attendance - Facilities maintenance and work orders - Transportation - PEIMS **Strategy's Expected Result/Impact:** 1. Implementation evidence: Current practice, policy and procedure review. Procedure manual development Training documentation 2. Impact evidence: Better informed employees. **Staff Responsible for Monitoring:** Leader: Assistant Superintendent for Finance **Funding Sources:** - Local	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Continue short-term and long-term planning budgets to address projected needs.	Formative			Summative
- Revenue sources, including debt financing	Nov	Jan	Mar	June
- General fund, entitlements and other grants				
- Staffing plans and guidelines				
- Compensation and benefit packages				
- Life Cycle/Replacement Schedules for facilities, equipment, technology, transportation, and other capital needs				
- Campus and other funding allocations levels				
- Proposed budgets for major funds				
Strategy's Expected Result/Impact: 1. Implementation evidence: Planning budgets and information. 2. Impact evidence: Provide more resources for campuses with a reduction in costs.				
Staff Responsible for Monitoring: Leader: Assistant Superintendent for Finance Others: Assistant Superintendent of Student and Staff Services; Assistant Superintendent of Operations				

Strategy 7 Details	Reviews			
Strategy 7: Create a system for maintaining the facilities and the accountability piece for ensuring these practices are followed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 1. Implementation evidence: Meeting logs 2. Impact evidence: Written procedures will be in place to ensure the facilities are well maintained.				
Staff Responsible for Monitoring: Leader: Assistant Superintendent for Finance				

Strategy 8 Details	Reviews			
Strategy 8: Report/Communicate completion and progress of energy efficient procedures on campuses.	Formative			Summative
Strategy's Expected Result/Impact: 1. Implementation evidence: Meeting logs 2. Impact evidence: More money will be available because the buildings are running more efficiently.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Leader: Assistant Superintendent for Finance				

	No Progress		Accomplished	→ Continue/Modify	✕ Discontinue

District Funding Summary

CTE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00
HS Allotment					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1			$0.00
				Sub-Total	$0.00
Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	4			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	9	1			$0.00
1	9	2			$0.00

			Local		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	4			$0.00
1	10	5			$0.00
1	10	6			$0.00
1	10	7			$0.00
2	1	1			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	3	4			$0.00
2	3	5			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
				Sub-Total	$0.00
			IDEA-B		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	IDEAB		$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
2	3	1			$0.00
2	3	4			$0.00
				Sub-Total	$0.00
			IMA		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Professional Development		$0.00
				Sub-Total	$0.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	2	1			$0.00
1	2	3	Professional Development		$0.00
1	4	1			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	9	1			$0.00
1	9	2			$0.00
2	3	1			$0.00
2	3	5			$0.00
				Sub-Total	$0.00
Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	9	1			$0.00
1	9	2			$0.00
				Sub-Total	$0.00
Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$0.00
1	4	3			$0.00
1	4	4			$0.00
				Sub-Total	$0.00
Technology					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	2			$0.00
				Sub-Total	$0.00

Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total	$0.00

Addendums

COMPLIANCE ADDENDUM 2020-2021

Coordinated Health - SHAC Council

Objective: Support Administrative Guidelines to School Wellness Policy FFA Local including strategies for implementation of Coordinated School Health Program at all schools.

Strategies	Resources	Staff Responsible	Evaluation
K-12 campus improvement plan shall include any coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities. Include objectives and strategies based on: 1. Student fitness assessment data 2. Student academic performance data 3. Student attendance rates 4. The percentage of students who are educationally disadvantaged 5. The use and success of any method to ensure that students participate in moderate to vigorous physical activity 6. Any other indicator recommended by the local school health advisory council.	Curriculum	Coordinator of School Health Campus Admin. P. E. Teachers	Evidence that Demonstrates Success is performance on state fitness tests.

Discipline Management - Safe Environments

Objective: Continue to vigorously enforce policies and procedures which promote a safe and orderly environment to ensure security effectiveness district wide. (Discipline management SB 1)

Objective: Continue administration of a comprehensive plan for reducing violence and drug use, bullying, and sexual harassment, incorporating identification, response to and reporting of bullying, education, prevention and intervention.

Strategies	Resources	Staff Responsible	Evaluation

Appendix A

Detailed requirements for the prevention, identification, response to and reporting of bullying. The school district's policy and procedures for addressing bullying procedures can be found in the school district's board policy FFI (Legal) and FFI(Local) and are posted on the Counselor's website. They are also written as Administrative Regulations for administrators.	CISD Website; Counselors' website; Admin. Regs;	Student Services Counselors	Bullying policies & procedures posted and accessible to students, parents, community.
Student safety training for all staff including transportation and student nutrition conducted by counselors	"Summary of Bullying Changes"	Student Services	All staff trained in student safety.
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
U.S. Dept of Justice Safety Tips for Kids and Safety Tips for Parents regarding Internet safety posted on Family Access for all elementary and middle school student parents access; posted on district website and provided to principals and counselors for distribution to students.	Website: htt12://www.justice.gov/us	Campus Admin.	Website posted and included in parent newsletters from all campuses.
Counselors will include methods for addressing the needs of students for special programs, early mental health intervention including suicide prevention programs on their website and shared resource drive. Resources for counselors will include specialized forms for evaluation of threat, procedures, follow-up procedures and checklists. Websites for school community access will provide information and resources designed to help awareness, recognition of symptoms and instructions for seeking assistance	Admin. Regs. Counselor website	Counselors	Increased awareness and recognition of symptoms and instructions for seeking assistance for all community members
Counselors will continue to conduct "Teen Screen" assessment grades 6-12 with parental opt-out option to identify and evaluate suicidal tendencies	Teen Screen Assessment form	Counselors	Teen Screen conducted and students 6-12 identified and evaluated

Summary of Bullying Changes Regarding House Bill 1942, Chapter 37, Sections 25.0342, 28.002, and 37.0832, beginning in the 2012-13 School Year

New definition of bullying: "In the Texas Education Code, bullying is now defined as; "engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

    (1)   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or

    (2)   Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student."

Section 25.0342-Refers to the transfer of students who are bullied or have engaged in bullying to another class or school.

Section 28. 002-Requires a comprehensive bullying prevention program to be included into the health curriculum. Components of this curriculum should include: awareness, prevention, identification, self-defense, resolution, and intervention.

Section 37.0832-**Refers** to bullying policies and procedures. Types of bullying can include written, verbal, electronic, or physical. It can occur on school property, at a school-related activity, or in a vehicle operated by the district. The conduct must exploit an imbalance of power and must either interfere with a student's education or disrupt school operations. The conduct must have the effect of physical harm to the student, damage school property, or place the student in fear of harm to person or property, and is the conduct sufficiently severe, persistent, and pervasive that it creates an environment that is intimidating, threatening, or abusive.

This section also:
1.   Prohibits bullying
2.   Prohibits retaliation of anyone
3.   Requires procedures for notifying parents of the victim and the bully
4.   Requires that all staff and students should be trained in the procedures for how to report a potential bullying situation
5.   Establishes reporting guidelines that are documented and done in a timely manner
6.   Provides for counseling options for the bully, the victim, and any witnesses
7.   States that a victim can't be punished for reasonable self-defense (defined by district)
8.   Requires that discipline for bullying of a student with disabilities comply with requirements under federal law, including the Individuals with Disabilities Act.

Reporting procedures must be posted on a district's website and be included in the student and employee handbooks, as well as be included in the District Improvement Plan. Board Policies FFI(LEGAL) and FFI(LOCAL) which include detailed requirements for the prevention, identification, response to and reporting of bullying are attached to the District Improvement Plan as addendums.

Dating Violence Awareness

Objective: The district establishes a dating violence policy including a definition of dating violence as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Section 71.0021, Family Code).

Strategies	Resources	Staff Responsible	Evaluation
Specific strategies will implement safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.	Admin. Regs	Student Services Campus Admin. & Counselors	All teachers & administrators trained

Sexual Abuse and Maltreatment of Children

Objective: Increase teacher, student, and parent awareness of issues regarding the sexual abuse of children. (HB 1041, 81[51] Legislature)

Strategies	Resources	Staff Responsible	Evaluation
Plan must address methods for increasing staff awareness and recognition of issues of maltreatment and sexual abuse of children. The training must include prevention techniques and options for affected students. Training will be held annually for all staff members, and will be included as part of the orientation held for new employees, especially for coaches, counselors and other professional staff members. Training records will be kept on file.	Counselor Website	Student Services Campus Admin. Counselors	Training records for all staff members to indicate increased staff awareness and recognition. Student awareness and understanding of how to report and obtain help.

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Special Programs

Objective: Special Education exemptions, predicted scores and alternative assessment scores will be monitored to ensure compliance and achievement of Performance Based Monitoring System Analysis Rating "O" in Special Education

Strategies	Resources	Staff Responsible	Evaluation
• Refine the Student Assistance Team (SAT) process to the extent that 90% or more of all referrals meet the criteria for Special Education eligibility with a decrease in initial referrals of all students • Provide staffing support for regular education students with behavioral and Dyslexia needs including accelerated reading program • Provide training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education	SIT Procedures	Exec Dir of SpEd CIS Exec. Dir of SpEd	Reduction in number of all students referred to Special Education, including reduction in African American students referred in proportion to percentage of African American student population and Special Education population and Hispanic students referred in proportion to percentage of Hispanic student population and Special Education population Regular Ed teachers trained in TBSI to better serve all students.

• Implement Multi-Tiered System of Supports (MTSS) to facilitate:
 	
  o Coordination between general and special education;
 	
  o Disproportional and over-representation based on race and ethnicity;
 	
  o Positive discipline and behavioral intervention and support;
 	
  o Discipline and behavior management;
 	
  o Provision of Early Intervening Services;			

Post-Secondary Preparedness: Admissions & Financial Aid Information

Objective: Continue to provide information to middle and high school students and parents and their teachers and counselors about higher education and admissions and financial aid opportunities and sources for information, and the need for students to make informed curriculum choices.

Strategies	Resources	Staff Responsible	Evaluation
The campus improvement plan shall include strategies for providing to students, teachers, counselors, and parents information about: 1. Higher education admissions and financial aid opportunities 2. TEXAS grant program 3. Teach for Texas grant programs 4. The need for students to make informed curriculum choices to be prepared for success beyond high school 5. Sources of information on higher education admissions and financial aid [TEC 11.252(4)] 6. Informational presentation based on HB 5 to explain endorsements containing multiple clusters (areas of study) and pathways (sequence of courses) are available within each cluster. allow all students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship. - Career Cluster/Programs of Study Templates - Career Pathways Advisors to guide students in a coherent, articulated sequence of rigorous academic and career/technical courses - CTE program articulated sequence of courses - Carl Perkins Grant Funding - Graduate Profile - Provide career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities	CTE Career Pathways; Graduate Profile; Carl Perkins Grant Texas College & Career resource site: www.texascollegeandcareer .org	CISD Administration Counselors Teachers	Programs to promote CTE pathways with opportunities for Career Awareness in elementary school, Career Exploration in middle schools and Career Concentration in high school

State Compensatory Education: All Campuses (FASRG 9.2.3)

State law requires that the district improvement plan and the campus improvement plans are the primary records supporting expenditures attributed to the State Compensatory Education (SCE) program and are the auditable documents for SCE. Requirements for improvement plans include:

1. Planned SCE expenditures for resources and staff salaries
2. Needs clearly identified in comprehensive needs assessment
3. Strategies to reduce or eliminate dropout rates
4. Strategies to improve student performance for at-risk students [TEC 11.253 and TEC 29.081]
5. Accelerated instruction plans [SCE funds must be prioritized and separately budgeted for AI for each student each time he/she fails to perform satisfactorily on an EOC assessment and additional AI if the EOC is required for graduation.
SCE funds may not be used for any other purpose until AI is sufficiently funded. [HB5, TEC 28.0217 and TEC 29.081)
6. Supplemental FTEs
7. Timelines for monitoring strategies
8. Measurable performance objectives
9. Formative/ summative evaluation (including mandatory evaluation of the effectiveness of the accelerated instruction programs for high school students)[TEC 29.081)

At Risk Students/Drop-Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the MTSS process. District and campus committees must analyze the following data and use the information in developing the campus or district plan: 1. Results of audit of dropout records. 2. Campus info related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering 9th grade 3. The number of students who enter a high school equivalency certificate program and (a) do not complete the program; (b) complete but do not take the exam; (c) complete and take the exam but do not obtain a high school equivalency certificate. 4. For students enrolled in 9th and 10th grades, information related to academic credit hours earned, retention rates, and placements in alternative education programs and expulsions 5. Results of an evaluation of each school-based dropout	Comp Ed.	Counselors; CIS	Students identified and served as At-Risk

prevention program [TEC 11.255]			
• Monitor truancy of 17 year olds to file before 18 • PGP Plans in place for all At-Risk grades 7-12 • Monitor school leavers by cohort • Consistent monitoring of performance results between students "at-risk" and other district students to determine disparity • High-quality instruction and tiered intervention strategies aligned with individual student need • For students in Grades 9 & 10, collect information related to academic credit hours earned, retention rates, and placement in alternative education programs and expulsions • Evaluation of school-based dropout prevention programs.		Student Services Campus Admin. House & Asst. Prin.	Reduction in At-Risk students; increased completion rates.
DAEP Requirements: 1. Student groups served, including over-representation of students from economically disadvantaged families, ethnic and racial representations. and with a disability who receive English proficiency services. 2. Attendance rates 3. Pre- and post- assessment results 4. Dropout rates 5. Graduation rates	Comp Ed	Campus Admin. Asst. Prin.	Reduction in At-Risk students; increased completion rates

PREGNANCY RELATED SERVICES

Strategies	Resources	Staff Responsible	Evaluation
Identification and intake documentation of pregnant students will be completed, verified, and filed by district personnel. The following services will be offered to each student in the PRS program. It is not required that each student needs or uses	PEIMS Coding PRS Program Funding Compensatory Education Funding	Records and documentation including: A. Verification of each pregnancy	Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for

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each/every service: 1. Compensatory Education Home Instruction 2. School Counseling 3. School Health Services 4. Alternative education	Texas Health Resources Teenage Pregnancy Outreach Secondary Counselors	B. Copy of ARD & IEP C. PRS entry date D. Date of delivery E. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period PRS exit date	pregnant students. Graduation of PRS program.
PRIORITY SERVICE FOR MIGRANT STUDENTS			
Strategies	**Resources**	**Staff Responsible**	**Evaluation**
The district will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps: 1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP student data 3. Document federal, state, and local programs that serve PFS students Use NSG PFS reports to give priority to these students in MEP activities		Special Programs Director Director of Accessibility & PEIMS	Number of migrant students served NCLB Compliance Report PBMAS

Parent Information for Middle & High School

Objective: Continue involvement of counselors and other campus and central office staff, working with individual students in at• risk situations and their parents, involving specialists such as in vocational education, special education, bilingual education, migrant, crisis counselors and alternative education personnel. Community employers and service providers will be included in the program focus.

Strategies	Resources	Staff Responsible	Evaluation

Migrant Students

Objective: The District will provide Priority Service for Migrant Students by establishing and maintaining auditable documentation of implementation of a Priority for Service action plan that includes the following steps:

Strategies	Resources	Staff Responsible	Evaluation
1. Run and review PFS reports to share with MEP and other LEA and campus staff as appropriate, 2. Work cooperatively with LEA PEIMS staff to ensure accuracy of MEP Student data, 3. Document federal, state, and local programs that serve PFS students, 4. SE NSG PFS reports to give priority to these students in MEP activities Evaluation	Title I	LS/PEIMS	Accurate record of Migrant Students

Service for Pregnant Students

Strategies	Resources	Staff Responsible	Evaluation
Records and documentation including: A. Verification of each pregnancy B Copy of ARD & IEP C. PRS entry date D. Date of delivery F. Doctor notes requiring prenatal confinement or extension of 6 week postpartum period G. PRS exit date Texas Health Resources providing community outreach program of nutrition, prenatal care, baby care, and classes for pregnant students.		SpEd Homebound Teacher /PRS	Graduation/Completion Rate for students receiving PRS

Appendix A