

Canutillo Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Mission Statement

Canutillo ISD's purpose is to provide high quality educational experiences that will inspire and prepare all students to apply the knowledge and skills necessary to become effective leaders and productive citizens.

Vision

Canutillo ISD is a premier school district with nationally-ranked, multi-literate graduates ready to excel in college, their careers, their community, and in-life.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The district employs 916 teachers and support personnel to serve the district's 10 campuses. Students from Canutillo attend classes at 6 elementary schools (PK-6), 2 middle schools (7-8), 1 high school (9-12), and 1 Early College High School.

The collection data for 2017-2018 indicates the following:

Student Demographics in accordance to the fall snap shot are as follows:

Gender: Female- 2,989 at 48.17% Male- 3,216 at 51.83%

We have 6,205 students where 5,841 students -94.13% Hispanic -Latino, 5 students-0.08% of American Indian-Alaskan Native, 29 students -0.47% of Asian, 52 students -0.84% of Black- African American, 248 students- 4.00% of white, 1 student- 0.02% of Hawaiian/ PAC Island and 29 students- 0.47% of Two or more race.

Students by Program are as follows

Pre-K program- 262 students

Special Education- 585 students at 9.43%

Bilingual- 1341 students at 21.61% English as a Second Language (ESL) 698 students at 11.25%

Career and Technical Education of 1,742 students at 28.07%

Free Lunch Participation 2,795 students at 45.04%

Reduced Lunch Participation 1,298 students at 20.92%

Gifted and Talented 600 students at 9.67% Title 1 Participation 6,205 students at 100%

Dyslexia 29 students at 0.47%

Homeless Status of 117 students at 1.89%

At Risk population of 3,556 students at 57.31%

Economically Disadvantaged of 4,102 students at 66.11%

Immigrant - of 46 students at 0.74%

LEP population of 1,821 students at 29.35%

Migrant population of 135 students at 2.18%

Military Connected of 112 students at 1.80%

Foster Care 2 students at 0.03%

2016-2107-

Graduation Rate: 89.5%

Attendance Rate: 96.1%

Drop Out Rate (Grade 9-12): 1.5%

Staffing:

Employees: 858

Teachers: 382

Bachelor's: 66%

Matster's: 32%

Doctorate: 1%

Ending for 15-16 school year the enrollment numbers on the following campuses are as follows:

SCHOOL	# OF ENROLLMENT	SCHOOL	# OF ENROLLENT
CHS	1601	BCE	405
AMS	645	JDE	494
RES	462	CES	614
NWECHS	306	GES	444
CMS	561	DDE	404

In 2015-2016 enrollment ended at 5,951 for CISD in accordance to District data.

Ending for 16-17 school year the enrollment numbers on the following campuses are as follows:

SCHOOL	# OF ENROLLMENT	SCHOOL	# OF ENROLLMENT
CHS	1522	BCE	428
AMS	659	JDE	511
RES	568	CES	579
NWECHS	325	GES	461
CMS	530	DDE	379

In 2016-2017 school year the enrollment ended at 5,962 students.

Instructions by highly qualified teachers is a requirement that must be provided to all students in Canutillo Independent School District. Our high poverty campuses are staffed with Highly Qualified teachers to ensure student success. CISD provides the following to support all teachers and paraprofessionals:

- provide time for professional development
- provides a mentoring system to ensure support for new teachers throughout the district
- Opportunities for collaboration is provide by assessing and digging for data in testing results during benchmarks. This occurs regularly throughout the year as they collaborate through grade level or by departments.

- Analyzing through PLC's on the effectiveness of instructional strategies and implementing methods that are proven successful.
- Provide feedback through regular walk throughs
- Professional development and support of "in place" programs with ongoing evaluations of effectiveness utilizing TTESS for teachers.

Canutillo ISD staffing are as follows:

Employees: 858

Teachers: 382- with Bachelors: 66%, Masters:32%, Doctorate: 1%

Demographics Strengths

Through Comprehensive Needs assessment representing all campuses, community and parents- A District Advisory Council (DAC) several meetings took place and the following has been identified as strengths for the district:

- Positive Behavior Intervention System (PBIS) has give a focus addressing behavior and expectations throughout the district.
- The districts approach to PBIS has assisted in improving classroom management emphasizing positive behavior and maintaining a strong foundation as students enroll in CISD campuses. CISD has a clear presence of PBIS in action.
- CISD creates a postive learning enviornment as staff attendance rate is currently 85% and above
- There is very low turnover for teachers at district level
- T-TESS conferences and reflects have been a positive process for teachers and administrators
- Staff morale throughout the district indicates a positive atmosphere in our working place.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Out of 25 teachers only 5 participated in the New teacher mentoring program. **Root Cause:** New teacher trainings are held at 4pm which provides hardship for new teachers to participate for growth.

Problem Statement 2: As trainings and PLC's are needed, there are not enough substitutes to cover classes effectively **Root Cause:** Substitutes can only work 3 days out of the week which makes it difficult to cover other days needed for effective teaching.

Problem Statement 3: Monitoring and following up with Truancy is inconsistent with students and parents **Root Cause:** We no longer have a truancy officer that assisted with monitoring and follow ups.

Problem Statement 4: Campuses do not have a qualified nurse or LVN available to cover their assignment when they are out. **Root Cause:** There is no coverage for Registered Nurses when they attend training or are out for the day.

Student Academic Achievement

Student Academic Achievement Summary

Using Student Learning data for 17-18 and through various reports leadership and DAC members have determined strenghts for the district are as follows:

			Index 1 Student Achievement			Index 2 Student Progress			Index 3 Closing Performance Gaps			Index 4 Postsecondary Readiness		
District/Campus Name	District/ Campus Number	2016 Accountability Rating*	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met
CANUTILLO ISD	071907	Met Standard	76	60	Y	41	22	Y	45	28	Y	82	60	Y
CANUTILLO H S	001	Met Standard	71	60	Y	21	17	Y	41	30	Y	82	60	Y
NORTHWEST EARLY COLLEGE H S (NWECH	003	Met Standard	96	60	Y	35	17	Y	59	30	Y	93	60	Y
CANUTILLO MIDDLE	041	Met Standard	77	60	Y	42	30	Y	45	26	Y	39	13	Y
JOSE J ALDERETE MIDDLE	042	Met Standard	72	60	Y	38	30	Y	41	26	Y	35	13	Y
CANUTILLO EL	101	Met Standard	79	60	Y	43	32	Y	45	28	Y	36	12	Y
DEANNA DAVENPORT EL	102	Met Standard	89	60	Y	64	32	Y	53	28	Y	47	12	Y
JOSE H DAMIAN EL	103	Met Standard	83	60	Y	55	32	Y	48	28	Y	46	12	Y
BILL CHILDRESS EL	104	Met Standard	70	60	Y	47	32	Y	43	28	Y	34	12	Y
GONZALO AND SOFIA GARCIA EL	105	Met Standard	77	60	Y	45	32	Y	43	28	Y	37	12	Y
CONGRESSMAN SILVESTRE & CAROLINA S	106	Met Standard	84	60	Y	53	32	Y	42	28	Y	44	12	Y

Student Academic Achievement Strengths

Using Student Learning data for 16-17 and through various reports leadership and DAC members have determined strenghts for the district are as follows:

- Professional Learning Communities have flourished in strength and are focused on data and progression of student learning.

- There is a consensus of Highly Qualified staff throughout the district
- STAAR scores have been increasing across the board and will continue to focus in areas of needs within all core content.
- A variety of programs are available based on campus data: Istation, MSTAE, Stemscores, mentoring minds and Achieve 3000 are a few to be named.
- SAT scores shows improvement district wide.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading and Writing scores for students in Special Education and English Language Learners have not improved. **Root Cause:** Lack of Differentiation instruction and professional development to ensure effective implementation of instruction for Pre-k to 2nd grade and follow up with 3rd-5th.

Problem Statement 2: Math and Science scores continue to remain the same percentage of growth **Root Cause:** The number of At risk students are increasing where traditional strategies may not be successful for these students.

Problem Statement 3: Student Attendance has decreased as a district **Root Cause:** Specific grade levels throughout the district have low attendance rate.

District Processes & Programs

District Processes & Programs Summary

Curriculum, Instruction and Assessment processes for CISD are as follows

- TEKS Resources is utilized throughout the district consistently, professional development has been part of the process to monitor and ensure effective use of the TEKS resource system.
- Use of Eduphoria
- Use of OnData Suite
- Use of Istation for Elementary campuses

Staff quality, recruitment and retention utilize processes and procedures to ensure that the district hires highly qualified employees to meet CISD expectations.

Technology department collaborates with campuses reviewing and updating their plans as necessary to meet campus needs.

District Processes & Programs Strengths

Canutillo Independent School District has easy access to the TEKS resource system that is a systematic K-12 curriculum model which is designed to maintain and continuously developed. This provides opportunities to develop common language, structure and process for curriculum development. All CISD teachers have been trained and supported through the utilization of this system. The following tools and resources are also available to our teachers:

- Eduphoria
- Istation
- Supplemental work books have been successful in various campuses: like Mentoring Minds, measuring up...

Following up with Professional Development and supported through PLC's which has increased and targeted at specific tasks on hand. Professional Learning Communities has increased its effectiveness as the campuses strategically schedule their collaboration and is now part of the expectations and processes. Progress monitoring with assessments is practiced throughout the year.

- Data illustrates that Parental Involvement has been increasing throughout the district.
- Effective tutoring schedules are continuously monitored and adjusted based on students needs

District Technology department are knowledgeable and supportive to campus needs- Processes are in place to ensure that all work orders and ordering processes are addressed.

- Regular collaboration takes place with campuses to address technology needs-
- Technology department supports site based management ensuring that campus needs are met through collaboration and use of a Technology plan that every campus created.
- Access to technology and resources for all campuses has increased and continues to increase to meet the demands of campuses.

Through staff quality, recruiting and retention processes

- Staff attendance rate is 85% , regularly monitored and shared with campus administrators for follow up
- CISD requires that all employees are 100% highly qualified for their positions, meeting CISD criteria.
- Teacher turnover is low for CISD.
- As indicated through TASB survey staff morale is generally positive

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Substitute policies and requirements need to be changed and/ or amended, not enough substitutes available. **Root Cause:** There are not enough substitutes to cover absences, specifically since they are limited to substitute 3x out of the week.

Problem Statement 2: Mentoring program for new teachers needs to be restructured to provide effective support to new teachers. **Root Cause:** New teachers have limited support with the current program.

Problem Statement 3: Professional development must be focused on district and campus needs **Root Cause:** Must focus on trainings that are relevant to campus and district objectives. Follow up must take place, through instructional rounds, collaboration or other means for effective learning.

Problem Statement 4: Technology plan was out of date and needed to update with new HB5 career readiness- CTE pathway **Root Cause:** Campuses requires guidelines by updating campus Technology plans for effective use of equipment and / or software.

Perceptions

Perceptions Summary

CISD works through trainings, collaborations and plans on providing a positive climate throughout the district.

Increase of parent involvement and engagement for their child's learning has soared with Parent Teacher Organizations increasing throughout the district.

Parent Leadership Team has gained momentum to creating a positive partnership with the school district.

Perceptions Strengths

Through the TASB survey high morale has been identified throughout the district.

District continues to share and in an effort to grow towards interdependence for CISD, the following has been recognized:

- We are high goal focused
- we are high in communications
- we have high for optimal power equalization
- Students and staff feel safe in their environment
- Positive Behavior Intervention Support (PBIS) is active in all campuses

Family and Community Engagement has grown throughout the years

- Number of Parent Teacher Organization (PTO) has increased
- Increase of parents responses to surveys have increased providing the district with reliable data
- The number of out of school suspension has decreased and the District Alternative Educational Program (DAEP) number of students have been decreasing consistently from Fall 2015 to Spring 2017.
- Parent Leadership Team has been established and has strengthened as parent participation increases.
- Community Partnership has increased steadily throughout the past few years
- Student and teacher recognitions have been a success during the monthly board meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: After school activities are limited, not providing opportunities for students to participate in extra- curricular activities. **Root Cause:** Difficult to create extra- curricular activities for afterschool with limited funds and personnel.

Problem Statement 2: Truancy for absences and accountability for students has been difficult to follow up. **Root Cause:** Removal of Truancy officer has made it difficult for campuses to follow up, restructuring approach will be addressed.

Problem Statement 3: District and campuses occasionally have conflict of times for events and presentations that occur across the district and throughout the year. **Root Cause:** Communication of events and presentations needs to be shared across the district. Possibly a district wide calendar.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


Goal 1: CISD will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 1: By June 2018 Canutillo Independent School District will provide Emergency Operations Training to all district personnel.

Evaluation Data Source(s) 1: EOP meetings agendas/training sessions/ sign in sheets

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) The CISD Police Department will coordinate with the Campus Administrators and with the Campus' Safety & Security Committee the following FEMA training:</p> <p>a. Incident Command System (ICS)</p> <p>b. National Incident Management System (NIMS).</p> <p>The Campus' staff will be trained by the Campus' Safety & Security Committee.</p>		Carlos Carrillo	Emergency Operations Training specific to each Campus.				
<p>Critical Success Factors CSF 6</p> <p>2) The CISD Police Department will provide all District Personnel with various preparedness checklists and other pertinent information to assist them in dealing with emergencies.</p>		Carlos Carrillo	Better utilization of District's resources.				
<p>3) HR- Risk Management will conduct investigations and follow up with campuses from reported incidents to maintain a safe work place environment.</p>		Chief of Human Resources / Workers Compensation Coordinator	Decrease of incident reports for 17-18				
<p>4) HR- Risk Management will assist campuses through safety trainings by providing strategies and guidance as well as personal protective equipment (PPE) to ensure a safe working environment.</p>		Chief of Human Resources/ Workers Compensation Coordinator	Sign in sheets/ list of safety trainings from campuses. Quarterly safety trainings				


5) HR- Risk Management provides districtwide safety publications through mass email and worker's comp website. Additional, safety resource links will be provided.		Chief of Human Resources/ Workers Compensation Coordinator	Monthly safety publications				
							

Goal 1: CISD will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 2: By June 2018, CISD will increase the installation of additional security surveillance cameras, alarm systems, and upgrade existing systems.

Evaluation Data Source(s) 2: Lists of added cameras, alarm systems and any system that has been upgraded district wide.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The CISD Police Department and the Facilities Department will evaluate, in coordination with the District's Safety & Security Committee, current District needs and resources to propose the location of additional security surveillance cameras.		Bruno Vasquez Carlos Carrillo	Increased coverage of security cameras.				
2) The CISD Facilities Department and the Police Department, in coordination with the District's Safety & Security Committee, will evaluate current District needs and resources to propose additional alarm systems at various campuses.		Bruno Vasquez Carlos Carrillo	Increased coverage of intrusion alarm systems.				
3) The CISD Facilities Department and the Police Department, in coordination with the District's Safety & Security Committee, will evaluate current District needs and resources to upgrade existing security systems.		Bruno Vasquez Carlos Carrillo	CISD PD will have a master plan for required upgrades.				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Lone Star Academy (DAEP): Implementing the data information system by effectively monitoring student intakes by identifying and obtaining all past and recent information involving infractions for anyone entering or attending our program.</p>	1, 10	DAEP Coordinator Officer Arturo Watkins	<p>Screening of criminal history or current infractions to ensure the safety and students and staff.</p> <p>Law enforcement entity forms</p>				
							









Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2018, CISD will expand student participation in problem based learning through investigations, open-ended inquiry, and authentic, real world problems.

Evaluation Data Source(s) 1: walkthroughs/ PLC's

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 1) C&I: Support campus initiatives by providing resources (materials, robots, labware, instructional materials, software and hardware, etc.) and professional development (registration fees, travel, airfare) for campuses.	4	Exec. Director of Curriculum and Instruction Curriculum Coordinators C&I Admin Assistance	Lesson plans, student projects, travel reimbursements, etc.				
Critical Success Factors CSF 1 2) C&I: Support campuses by providing financial assistance for student participation in regional and state events (registration fees for contests, travel costs for contests, etc). Support campuses for Science and STEM Fairs and for the district Science Fair.		Exec. Director of Curriculum and Instruction Curriculum Coordinators C&I Admin Assistance	Increased district participation				
Critical Success Factors CSF 1 CSF 6 CSF 7 3) Lone Star Academy (DAEP): Core teachers will develop an interdisciplinary project based learning activity to incorporate communication, collaboration, and critical thinking skills.	9	Teachers: Math, Science, Social Studies, English	Lesson plans, student projects				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement







Performance Objective 2: By June 2018, CISD will provide professional development to increase teacher's pedagogy in the fields of investigations, open-ended inquiry, and authentic, real world problems.

Evaluation Data Source(s) 2: List of PD's / walkthroughs/ PLC's agendas

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>PBMAS Critical Success Factors CSF 7</p> <p>1) C&I: Provide Professional Development opportunities to teachers and administrators with district, Region 19, state, and out of state training.</p>	3, 4	Executive Director of Curriculum and Instruction.	Increase in student engagement and deepening their understanding. Lesson Plans, Walkthroughs, PD Calendar				
<p>Equity Plan Strategy Critical Success Factors CSF 7</p> <p>2) C&I: In addition to providing Professional Development opportunities, new teachers will participate in the New Teacher Induction Program with assigned mentors and differentiated PD.</p>	3, 4	Executive Director of Curriculum and Instruction Early Childhood/New Teacher Coordinator	Increase quality of new classroom teachers and increase retention. PD Calendar, Mentor Agendas				
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>3) Student Support Services: Staff working with pregnant and teen parents will attend annual staff development.</p>		Supervisor Supplemental Servisor	Purchase orders, Sign In Sheets				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>PBMAS Critical Success Factors CSF 7</p> <p>4) C&I/SPED: Provide Professional Development opportunities to Sped Departmental Staff, At Risk/RtI teachers and administrators with district, Region 19, state, and out of state training.</p>	3, 4	Special Education Director	Maintain Federal, State, and Local compliance with IDEA. Increase efficiency of the IEP Document which directly affects appropriate placement and instruction of special education students. This impacts student performance.				
Funding Sources: 185-State Compensatory Education - 4750.00, 199-Local Funds - 17000.00							

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p>	4	DAEP Coordinator	<p>Ensure staff development is aligned with district goals and identified needs.</p>				
<p>5) Lone Star Academy (DAEP): Provide local professional development opportunities to Special Ed. and core content teachers.</p>	<p>Purchase Orders, Training certificates</p>						
<p>Funding Sources: 185-State Compensatory Education - 600.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2018, CISD will increase the number of students receiving certifications in Career and Technical Education

Evaluation Data Source(s) 3: Lists/Numbers of certifications received.

Summative Evaluation 3:










Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) CTE: Will increase the number of students receiving certifications in Career & Technical Education by 5% and increase the diversity of industry certifications by 1%.</p>		CTE Director/CTE Counselor	Perkins Effectiveness Report (PER)				
Funding Sources: 199-Local Funds - 0.00							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2018, CISD will increase the measurement of "Master" Index by 1% point Reading, Writing, Math, Science and Social Studies and all End of Course exams.

Evaluation Data Source(s) 4: STARR results

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) C&I:Purchase and Implement Springboard curriculum to supplement TEKS Resource System to provide more rigorous coursework.</p>	9	Executive Director of C&I Advanced Academics Curriculum Coordinator	Increase students meeting the "Masters" level on STAAR/EOC				
<p>Critical Success Factors CSF 1</p> <p>2) C&I: Provide ongoing support for Gifted and Talented/Advanced Academic program - to include identification, professional development updates on differentiation and supplementary resources and materials.</p>	9	Executive Director of C&I Advanced Academics Curriculum Coordinator	Increase numbers of underrepresented groups in GT program. Increase students meeting the "Masters" level on STAAR/EOC				
<p>Critical Success Factors CSF 1</p> <p>3) C&I: Continue with adding rigorous coursework into the regular curriculum with Curriculum Writing for Advanced Academics teachers and subjects. Work towards vertical alignment from 6-12 in all core content. Continue work to assist teachers in differentiation and rigor. Continue open enrollment while providing support for students to be successful in the AP program.</p>	4, 9	Executive Director of C&I Advanced Academic Curriculum Coordinator	Increase the number of passing scores in AP courses and limit student drops from AP program.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							









Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2018, CISD will increase the measurement "Meets" and "Masters" Index by 1% point in Reading, Writing, Math, Science and Social Studies and all End of Course exams.

Evaluation Data Source(s) 5: STARR results

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) C&I: Support the district guarantees through professional development, ongoing technical assistance from Curriculum Coordinators and ICs, data dig meetings, quarterly PLCs, etc.</p>	4, 9	Executive Director of Curriculum and Instruction	Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) C&I: Will purchase instructional software and resources (copies, supplies, books, etc.) to schools and students that support the district guarantees i.e. Istation, TEKS Resource System, Eduphoria, Plan4Learning, Renaissance, etc.</p>	9	Executive Director of Curriculum and Instruction Administrative Assistant for Curriculum and Instruction	Progress sonitoring for Students to meet achievement goals.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) C&I: Support ongoing curriculum development with horizontal and vertical district PLCs and summer curriculum writing. This will ensure the curriculum is written, taught, and tested.</p>		Executive Director of Curriculum and Instruction Curriculum Coordinators	Ensure curriculum is written, taught, and tested.				

Critical Success Factors CSF 1 4) Student Support Service: Provide tutoring, materials, supplies and equipment as necessary for students to achieve educational goals (i.e., calculators/laptops)	6	Supplemental Services Supervisor	Student will receive support services during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and to stay in school.				
	Funding Sources: 185-State Compensatory Education - 0.00						
Critical Success Factors CSF 1 5)) Student Support: Pregnant students will be provided supplemental services and Compensatory Home Education Instruction (CEHI) to assure their continued academic success	6	Supplemental Services Supervisor	Student will receive during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and to stay in school.				
	Funding Sources: 185-State Compensatory Education - 0.00						
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 6) CTE: Will provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and ELL students.		CTE Director, SPED Director, ALS Director, Executive Director of C&I	EOC results, PBMAS, PD sign-in sheets & meeting agendas				
	Funding Sources: 199-Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 7 7) Lone Star Academy (DAEP): Provide at risk students with tutoring, materials, technology, reading materials, manipulatives, lab equipment and supplies as needed.	1, 9	DAEP Coordinator	Address educational gaps to increase student achievement. Purchase orders, Lesson plans				
	Funding Sources: 185-State Compensatory Education - 8248.00						
8) C & I : Provide division with office supplies, technology equipment, furniture, postage, cell phone, mileage, copier rental etc....for function of the department by supporting campuses							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By June 2018, CISD increase the measurement "Expected" or "Accelerated" index by 1% point in Reading , Writing, Math, Science, Social Studies and all End of Course Exams.

Evaluation Data Source(s) 6: STARR results

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>1) C&I: Monitor student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.</p>	9	Executive Director of Curriculum and Instruction Campus Principals Curriculum Coordinators Instructional Coaches	Early intervention for struggling students.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>2) C&I: Support campus RTI process by providing heat maps, instructional resources, time, materials, etc. to support struggling students.</p>	9	Executive Director of Curriculum and Instruction Campus Principal Curriculum Coordinators Instructional Coaches	Closing the gaps for struggling students.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) C&I: Support campuses with RTI trainings that deal with intervention strategies, teacher/coaching model, and monitoring. Provide instructional resources focused on getting student back on grade level for the next year to include summer school and summer school materials. Providing support with personnel focused on At-Risk students.</p>	4	Curriculum and Instruction Depart	Rosters, At-Risk folders,				

4) HR: Will coordinate and plan with Intervention Specialist to draft a SCE handbook and prepare "At Risk" training to all campuses.		Program Compliance Director	Sign in Sheets/ Training information/ Newly drafted SCE handbook				
5) HR: Will support all campuses through training and visits, to ensure that students will be appropriately identified using the 13 At Risk criteria in order to provide continuous, timely and effective assistance using appropriate materials and technology to ensure continuous improvement for all campuses	4, 9	Program Compliance Director	Running "At Risk" reports/ Sign in sheets Blue At Risk Folders materials and supplies				
6) HR-Will review and collaborate with campuses to target their schoolwide plan so interventions and support are implemented for all at risk students.	1, 9, 10	Program Compliance Director/ Campus Administrators	Each campus and district will have a plan to monitor and complete by June 2018				
7) I.T.-Promote a culture of innovation.		IT Director	List of meetings/ agendas				
8) I.T.-Deliver on Schedule		IT Director	Reports				
9) I.T.-Standardize an inclusive technology replacement lifecycle.		IT Director	Technology Plan				
10) I.T.-Build efficient, secure and innovative tech infrastructure.		IT Director	Technology Plan				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement







Performance Objective 7: By June of 2018, 85% of all CISD first and second grade students will be reading at grade level.

Evaluation Data Source(s) 7: Fluency checks/ Istation reports

Summative Evaluation 7:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) C&I: Regular meetings of the Early Childhood Task Force to serve as an advisory board for teacher and administrator input.</p>	7, 8	Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Stakeholder support.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) C&I: District Professional Development focused solely on Early Childhood teacher and student needs. Forming partnerships with Region 19, IPSI, and Head Start for collaboration and technical support.</p>	7	Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Decrease Tier 3 students beginning 3rd grade.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) C&I: Hold and plan district-wide grade level PLCs to review BOY, MOY, EOY data and develop plans for early intervention.</p>	7, 8	Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Decrease Tier 3 students beginning 3rd grade.				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) C&I: Horizontally align early childhood grades with common benchmarks, assessments, and resources. This will ensure continuity among all campuses.</p>	7	Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Guarantee the state curriculum is written, taught, and tested at Canutillo schools.				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) C&I: Ongoing process of curriculum alignment and development through curriculum writing and Professional Development focused on critical content, standardizing a model for Balanced Literacy, centers, etc.</p>	7	Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Guarantee the state curriculum is written, taught, and tested at Canutillo schools.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 2: Increase Student Academic Achievement

Performance Objective 8: By June of 2018, all teachers will have been trained and supported throughout the year by completing and understanding the process on utilizing the Texas Student Learning Objectives effectively increasing expertise and continuity for teacher success.

Evaluation Data Source(s) 8: TTESS & SLO's report in Eduphoria

Summative Evaluation 8:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 2 CSF 7</p> <p>1) HR- District SLO pilot teams will be trained at the beginning of the year to present at their campus on the steps of creating SLO's</p>	3, 4	HR- Program Director/ C & I Executive Director	SLO's tracker charts				
<p>Equity Plan Strategy</p> <p>2) HR- District will provide trainings to all new teachers on the Texas Teacher Evaluation Support System (TTESS) and embed process with the Student Learning Objectives (SLO's)</p>	3, 4	Chief of Human Resources / Program Compliance Director	Sign in Sheets and lists of all new teachers.				
<p>Equity Plan Strategy</p> <p>3) HR-PLC's will take place at different campuses by request of campuses to support teachers in TTESS and SLO throughout the year. Pulse checks will be sent to campuses for feedback throughout the year.</p>	4, 5	Human Resources/ Program Compliance Director	Feedback from campuses				
<p>Equity Plan Strategy</p> <p>4) HR- Support will be provided to campuses so teachers can navigate through the new STRIVE program for their TTESS and SLO requirements.</p>	3, 4	Human Resources/ Program Compliance Director	TTESS goals/observations/ walkthroughs and SLOs are reported through STRIVE- Run reports				
<p>5) HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.</p>	3	Human Resources/ Program Compliance Director	Attendance reports				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: By June 2018, all campuses will provide a more safe, positive and secure environment indicated by maintaining or increasing 1% in the Positive Behavior Interventions and Supports (PBIS) Benchmarks of Quality assessment instrument.

Evaluation Data Source(s) 1: PBIS reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Student Support Services: Coordinate the District Wide Positive Behavior Interventions Support Initiative.</p>	1, 2, 4, 6, 9, 10	Prevention Specialist	Scheduled meetings				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Student Support Services: Provide support and serve as liaison between Region IXX the District Leadership Team and the Campus PBIS Coaches.</p>	1, 6, 9, 10	Prevention Specialist	Meetings and Agendas				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Student Support Services: Provide support and serve as liaison between Campus PBIS Coaches and District's PBIS Leadership Team.</p>	1, 6, 9, 10	Prevention Specialist	Meetings and Agendas				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>4) Student Support Services: Provide training to Campus PBIS Coaches on generating and utilizing students' discipline data as required.</p>	1, 4, 6, 9	Prevention Specialist	Sign in sheets, agendas				
		Funding Sources: 211-Title I-Part A - 340.00					

<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Student Support Services: Provide feedback to campuses, utilizing the PBIS bench marks of quality, on their PBIS implementation status at the end of each the school year.</p>	1, 4, 6, 9, 10	Prevention Specialist	Benchmarks results				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Student Support Services: Provide quarterly discipline reports (TEAMS) to administrators and PBIS campus teams to effectively identify areas that need improvement and conduct timely interventions.</p>	1, 2, 4, 6, 9	Prevention Specialist	Reports every 9 wks				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>7) Monitor Student Discipline Through DAEP Placements, In and Out of School Suspensions.</p>	1, 2, 4, 6, 9	Prevention Specialist	Reports				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>8) Student Support Services: Will provide training on Positive Behavior Interventions Support to bus drivers and bus monitors.</p>	1, 2, 6, 9, 10	Prevention Specialist	scheduled trainings/ sign in sheets				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>9) Student Support Services: Coordinate the implementation of the "No Place for Hate" initiative at all campuses.</p>	2, 6, 10	Prevention Specialist	Meetings/ Agendas				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>10) Student Support Services: Assistant principals will receive training on CISD policies FFH, FFI and HB 1942, SB 179 on how to properly assess and classify bullying incidents as required.</p>	1, 4, 6	Prevention Specialist	Sign in sheets/ agendas				

<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>11) Student Support Services: Implement PBIS substance abuse and violence prevention presentations to educate 5th grade students.</p>	6, 10	Prevention Specialist	Scheduled Presentations				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>12) Student Support Services: Implement PBIS substance abuse and violence prevention presentations to educate 7th grade students.</p>	6, 10	Prevention Specialist	Scheduled Presentations				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>13) Student Support Services: Implement PBIS substance abuse and violence prevention presentations to educate 9th grade students.</p>	6, 10	Prevention Specialist	Scheduled Presentations				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>14) Student Support Services: Coordinate and monitor the implementation of the Anonymous Alerts violence and drugs reporting system.</p>	1, 6, 10	Prevention Specialist	Reports from Alerts system				
Funding Sources: 211-Title I-Part A - 2812.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>15) Student Support Services: Coordinate the implementation of the student safety patrol program in elementary schools.</p>	6	Prevention Specialist, School Counselors.	List of Activities/ meetings from campuses				
<p>PBMAS Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>16) Student Support Services: Coordinate the implementation of PBIS Tier II and III interventions for DAEP.</p>	1, 2, 4, 6, 9, 10	Prevention Specialist, DAEP Coordinator, DAEP Counselor.	Meetings and agendas				

<p align="center">Equity Plan Strategy Critical Success Factors CSF 4 CSF 6</p> <p>17) Student Support Services, Lone Star Academy (DAEP): Provide intervention strategies through the use of PBIS, Restorative Circles, Character Education Curriculum, guest speakers and FBI mentoring will provide guidance to student discipline issues.</p>	1	DAEP Coordinator/ DAEP Counselor/ Social Worker	<p>Ensure a positive school culture that is student centered and decreased recidivism rate.</p> <p>Survey Monkey, permission slips, sign-in sheets,</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.












Performance Objective 2: By June 2018 CISD will increase student attendance rate to 96.2% to 98%.

Evaluation Data Source(s) 2: Attendance reports

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>1) Student Support Services: will educate students and parents on grades 5th, 7th and 9th on the Texas Attendance Law.</p>	6	Prevention Specialist	Agendas/ Sign in sheets				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>2) Student Support: Provide ongoing parenting classes to improve attendance, students' behaviors and academic success.</p>	6	Prevention Specialist	Sign in sheets/ flyers or notifications of classes				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Student Support Services: Will educate all parents of Pre-K students on The Texas Attendance Law.</p>	6	Prevention Specialist	Sign in sheets / agendas/ flyers or notifications				
<p>Critical Success Factors CSF 1</p> <p>4) Student Support Service: Pregnancy Related Services (PRS) to include Compensatory Education Home Instruction (CEHI) will be provide to all pregnant teens according to their individual need.</p>		Supplemental Service Supervisor	Student will receive during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and to stay in school.				
Funding Sources: 185-State Compensatory Education - 0.00							






Critical Success Factors CSF 1 5) Student Support Services: Students identified as teen parents and/or pregnant students will receive intervention and supplemental services for academic, emotional and medical needs to include home visits as needed.	Supplemental Service Supervisor	Support services, in addition to (CEHI) will be provided to the student during the prenatal/postnatal period of the pregnancy while the student is attending/ enrolled in school.				
	Funding Sources: 185-State Compensatory Education - 0.00					
Critical Success Factors CSF 1 6) Student Support Services: Provide transportation for all pregnant, teen parents and their children to daycare and school as needed	Supplemental Service Supervisor	Transportation will be provided for the student, the student's child(ren), or both as needed to school, child care facility, community service agencies, health services, etc. so the student can remain in school.				
	Funding Sources: 185-State Compensatory Education - 0.00					
Critical Success Factors CSF 1 7) Student Support Service: Provide healthy snacks and drinks to pregnant students as needed while on campus to ensure academic success	Supplemental Service Supervisor	Support services to include health checks will be provided to the student during the prenatal/postnatal period of the pregnancy while the student is attending/ enrolled in school.				
	Funding Sources: 185-State Compensatory Education - 0.00					
Critical Success Factors CSF 1 8) Student Support Service: Equipment and furniture will be provided for staff working with pregnant and teen parents.	Supplemental Service Supervisor	Staff conducts support services in the program office to the student during the prenatal/postnatal period of the pregnancy while the student is attending/ enrolled in school.				
	Funding Sources: 185-State Compensatory Education - 0.00					
Critical Success Factors CSF 1 9) Student Support Services: Will extend The Opportunity Academy hours to coincide with high school credit recovery summer session.	Supplemental Service Supervisor	The Opportunity Academy will assist students deficient in credits and states assessments to ensure successful and timely completion of all graduation requirements with integrity and fidelity.				
	Funding Sources: 185-State Compensatory Education - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 3: By June of 2018, all campuses will provide the opportunity for students to participate in programs, field trips and events supporting character, education, social skills development and behavior management.

Evaluation Data Source(s) 3: Campus lists of field trips and events occurring throughout the year.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Student Support Services: Coordinate and supervise the implementation of the mother daughter/father son program.</p>	6, 10	Supplemental Service Supervisor	Raise expectation of students and parents that encourages and prepares them to attend college.				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>Critical Success Factors CSF 1</p> <p>2) Student Support Services: Provide a mother daughter/father son campus coordinator at all elementary campuses.</p>	6, 10	Supplemental Service Supervisor	Raise expectation of students and parents that encourages and prepares them to attend college.				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>Critical Success Factors CSF 1</p> <p>3) Student Support: Provide supplies, materials, equipment, snacks, registration fees, and transportation for mother/daughter, father/son programs's activities and events.</p>	6, 10	Supplemental Service Supervisor	Raise expectation of students and parents that encourages and prepares them to attend college.				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Student Support: Supervise district's compliance with federal and state requirements related to students in foster care.</p>	9, 10	Supplemental Service Supervisor	Provide services which meet compliance with federal and state requirements for students in foster care.				
Funding Sources: 185-State Compensatory Education - 0.00							
<p>Critical Success Factors CSF 1</p> <p>5) Student Support Services: Provide Pregnant and Teen Parent parent education and pre-natal care trainings.</p>		Supplemental Service Supervisor	Students will receive instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) CTE: Increase the number of work-based learning experiences, internships, and/or apprenticeships in all CTE courses.</p>	<p>CTE Director, CTE Teachers</p>	<p>affiliation agreements, training plans</p>				
<p>Funding Sources: 199-Local Funds - 0.00</p>						
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) CTE: Will provide opportunities for students to attend competitive and leadership events and field trip opportunities that enhance classroom instruction and social skill development.</p>	<p>CTE Director, CTE Teachers</p>	<p>Travel Requests, Competitive Event Results, Lesson Plans, CTSO Rosters and membership forms (leadership roles listed)</p>				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>8) Lone Star Academy (DAEP): Provide students the opportunity to participate in six field trips that focus on leadership, community service, probation, and post secondary. Also provide guidance presentations to address social, emotional and academic needs.</p>	<p>DAEP Coordinator DAEP Counselor</p>	<p>Enhance school learning and social experiences to support character education, social, and behavioral management.</p> <p>Survey monkey, permission slips, guest speaker sign in sheets</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 4: By June of 2108, CISD will provide professional development opportunities to support classroom teachers that focus on building relationships and effective classroom management strategies to include a bully prevention framework.

Evaluation Data Source(s) 4: Lists of professional development / sign in sheets/ agendas

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HR- Human Resources division will provide trainings and/or mini sessions to meet district needs to include but not limited to the following: Ethics training, safety training, Fair Labor Standards Act (FLSA), SLO's and TTESS support.		Human Resources staff/	Reports/ sign-ins and listed requests from campuses				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Lone Star Academy (DAEP): Implementation of the Coordinated School Health program to develop faculty and student mental, emotional, physical, and social aspects.</p>		DAEP Coordinator DAEP Counselor	<p>Ongoing support to address mental and physical needs to increase self regulation skills.</p> <p>Sign in sheets, survey monkey</p>				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Student Support Services: Provide 6 weeks discipline reports (TEAMS) to monitor bullying, DAEP placements, in-school and out of school suspensions.</p>	1, 6, 9	Prevention Specialist	reports				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Student Support Services: Provide bullying prevention education to 5th, 7th and 9th grade students.</p>	6, 9, 10	Prevention Specialist	Scheduled classes				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) Student Support Services: Coordinate with community agencies to provide Substance Abuse and Violence Prevention Presentations/Programs to other grade levels not serviced by the Prevention Specialist.</p>	2, 4, 6, 9, 10	Prevention Specialist	Scheduled meetings/ presentations				

<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Student Support Services: provide assistance to families of students who are experimenting or using drugs/violence including referrals to CISD Social Worker.</p>	6, 9, 10	Prevention Specialist	List and number of referrals				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>7) Student Support Services: Provide substance abuse and violence prevention educational materials and information to parents, students and staff.</p>	6, 10	Prevention Specialist	P.O's -List of materials				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Student Support Services: provide equipment, supplies and materials for Prevention Specialist to assist in the implementation of the prevention programs in the classroom.</p>	6, 10	Prevention Specialist	List of Inventory- P.O's				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Build Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.

Performance Objective 1: By June 2018, all campuses will support and collaborate with student families in setting student goals, planning for postsecondary education and careers.

Evaluation Data Source(s) 1: flyers/ agendas/ sign in sheets

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) (CTE) The CTE Department will provide students with career academy options that meet the National Standards of Practice for Career Academies as developed by the National Career Academy Coalition.</p>		CTE Director, Middle and High School Principals and Counselors, Academy Teams	Academy blueprints, visible marketing campaigns, academy declarations on 4yr plans				
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 5</p> <p>2) Student Support Services: Conduct district level professional learning community sessions (PLCs) with all counselors with the focus on college and career readiness topics.</p>	4, 6	Director of Student Support Services	District has a developed standardized procedure, family events, family projects to engage parents .				
<p>Critical Success Factors CSF 3 CSF 5</p> <p>3) Student Support Services: Provide professional development in the areas of House Bill 5, graduation requirements, college and career readiness.</p>	4, 6	Directors of Student Support Services, CTE, and C & I	All counselors cross-trained and provide correct and current information to parents at all levels.				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) Student Support Services: Purchase resources, supplies and items related to personal/social counseling topics for professional growth and counseling.</p>	4	Director of Student Support Services	Tools, resources support counseling initiatives, effective counseling sessions and lessons				




 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 4: Build Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.

Performance Objective 2: All campuses in CISD, will build meaningful and parent partnerships to support student outcomes with monthly trainings or other services.

Evaluation Data Source(s) 2: Agendas/ Number of participants/ sign in sheets

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Lone Star Academy (DAEP): Increase number of quality notifications sent via newsletters, brochures, handouts, etc. to parents, businesses, and community members.</p>	6	DAEP Coordinator DAEP Counselor Social Worker	<p>Increase parent awareness and input to involve them in decision making.</p> <p>Newsletters, parenting classes sign in sheets, counselor brochure</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Student Support Services: Parent liaisons and Director of SSS will attend trainings and statewide parental conference to address strategies and compliance on parent and family engagement.</p>	4, 6	Director of Student Support Services, parent liaisons	Director and Parent liaisons are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning.				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Student Support Services: Director of SSS and Staff will attend trainings to address strategies and compliance on all programs assigned to the Student Support Services Department.</p>	4	Director of Student Support Services, Student Support Staff	Director and staff are informed on the current updates and requirements for program compliance. Provide quality services to parents based on new learning.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>4) Student Support Services: Provide supplies, informational materials, and snacks/refreshments to recruit and increase parental engagement of district parents while attending Title I District and Regional Parent scheduled meetings and Conferences.</p>	6, 10	Director of Student Support Services, Campus Principals, Parent Liaisons					

5) Student Support Services: Will provide professional development to Family Literacy Program staff to comply with TWC's requirements.	4, 10	Family Literacy Coordinator	Improve teaching strategies and learning environment.				
6) Student Support Services: Recruit district parents and community members to attend Adult Literacy classes.	6	Family Literacy Coordinator					
7) Student Support Services: Provide ESL and GED classes in the evening.	6	Family Literacy Coordinator	to satisfy parents and community members' adult literacy needs and increase parental involvement.				
8) Student Support Services: Coordinate and manage daily activities, supervise employees, monitor literacy classes and the application of lesson plans as well as monitor the learning progress of the Adult Literacy participants.		Family Literacy Coordinator					
9) Student Support Services: Provide Early Childhood Education to children whose parents participate in the Adult Literacy Program.	6, 7	Family Literacy Coordinator	Increase parental involvement. Prepare children for the transition into Pre-K.				
10) Student Support Services: Provide supplies, assessments, and textbooks.		Family Literacy Coordinator					
11) Student Support Service will provide office supplies, technology, equipment, furniture, software and postage for the function of the department to support all programs.		SS Director	Enhance the function of student support programs to better service the needs of students, parents, faculty and staff.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							








Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: By June 2018, CISD will continue to communicate and foster support to and from all stakeholders via envisions, social media, press releases, news conferences, community events, etc.... the strategic objectives to position CISD as a premiere school district.

Evaluation Data Source(s) 1: samples of press releases, events and other communication methods.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Student Support Services: Provide Pregnancy, Education and Parenting (PEP) program information and helpful links on district website and information pamphlet.		Supplemental Service Supervisor	District website and pamphlets will provide information to pregnant and teen parents. to include their parents on resources available to them while they remain in school.				
Funding Sources: 185-State Compensatory Education - 0.00							
Critical Success Factors CSF 5 2) CTE: Provide current and updated CTE program information, House Bill 5 Endorsements, and showcase of CTE student participation to parents and community through digital, interactive monitors.		CTE Director	Central Office Interactive Monitors				
Funding Sources: 199-Local Funds - 0.00							
3) PIO: The Public Information Office communicates important information about student, parent and staff initiatives and accomplishments with the District stakeholders on a daily, weekly, and monthly basis through regular social media posts, Website updates, and printed publications. We have gained more than 700 new followers on Facebook in the last year, totaling more than 5,300 on Facebook alone.		Public Information Officer	Increased viewership. Additional publications and growth in our social media channels.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: CISD will reduce the administration ratio to 10.55 from 11.03.

Evaluation Data Source(s) 2: Reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) FINANCE: Finance will review personnel and operating budgets for the necessity of reclassification and/or budget cuts to reduce administrative ratio.		Chief Financial Officer, Director of Finance and Staff Accountant	Finance will stay within the parameters of the set administrative ratio, that will result in higher ratings in the Financial Integrity Rating System of Texas (FIRST) report.				
2) FINANCE: Finance Department will monitor all budget amendments to stay within the parameters of the administrative ratio.		Chief Financial Officer, Director of Finance and Staff Accountant	Finance will stay within the parameters of the set administrative ratio, that will result in higher ratings in the Financial Integrity Rating System of Texas (FIRST) report.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: By June of 2018, CISD will present a balanced budget for the 2018-2019 school year for Board approval without utilizing fund balance.

Evaluation Data Source(s) 3: Reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) C&I: Curriculum and Instruction will monitor Title II expenditures to ensure effective and efficient use of funds.		Executive Director of Curriculum and Instruction	Increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classroom and highly qualified principals in schools.				
2) FINANCE/COMPLIANCE- Provide opportunities for district personnel to attend trainings on compliance requirements of Every Student Succeeds Act (ESSA), other Federal Entitlements and State Mandated Programs.		Director of Financial Services, External Funding Coordinator, and Director of Program Compliance	Promote a motivated, skilled and effective workforce through which organizational goals could be achieved.				
3) FINANCE/COMPLIANCE- Provide training, resources, and reports to district personnel on Federal Entitlement Programs and State mandated Programs to maximize student achievement through efficient spending.		Director of Financial Services, External Funding Coordinator, and Director of Program Compliance	Provide relevant information that will enable stakeholders to focus more clearly on the organizational goals and strategies.				
4) C &I- Curriculum and Instruction will review current Programs and evaluate effectiveness and participation levels.		Executive Director of Curriculum and Instruction	Systematically investigate the value, importance and or significance of current programs.				
5) CABINET- Superintendent Cabinet will prioritize campus and districts needs for school year 2018-2019.		Superintendent Cabinet	It will provide a platform to effectively plan, develop, and conduct educational programs based on the expressed and observed needs.				
6) ASSOCIATE SUPERINTENDENT- will review boundaries for effective student to campus distribution and adjust budget allocations accordingly.		Associate Superintendent	Provide balanced resources to campuses based on their campus improvement plans and follow school wide mandated comparability tests.				
7) CABINET-Superintendent Cabinet will review staffing formulas of all positions at campus and district level during the budget process for school year 2018-2019.		Superintendent Cabinet	Assessment of current levels and distribution of staff is sufficient to provide performance and to decrease costs due to overtime, absenteeism, and occupational health.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 4: CISD will establish 10 more partnerships in order to leverage external resources with the Board's vision of becoming a premier Institution of Learning.

Evaluation Data Source(s) 4: Lists of partnerships for 17-18

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PIO: Public Information Officer is also engaging and building ongoing relationships with local businesses and organizations such as the Hospitals of Providence, TFCU, Fort Bliss and with other educational entities such as UTEP and Texas Tech to create ongoing education.		Public Information Office					
							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 5: CISD will develop a CISD foundation to enrich student learning opportunities, prepare students for college, help struggling students succeed, and support teaching excellence.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) CTE: Will provide the necessary equipment, supplies and materials to all CTE classrooms to assist in the improvement, expansion and quality of the program.		CTE Director	Purchase orders, Controlled Asset Inventory Sheets, Master Schedule				
Funding Sources: 244-Carl Perkins Voc-Ed Grant - 5000.00, 199-Local Funds - 10000.00							

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	5	1	C&I: Support the district guarantees through professional development, ongoing technical assistance from Curriculum Coordinators and ICs, data dig meetings, quarterly PLCs, etc.
2	5	2	C&I: Will purchase instructional software and resources (copies, supplies, books, etc.) to schools and students that support the district guarantees i.e. Istation, TEKS Resource System, Eduphoria, Plan4Learning, Renaissance, etc.
2	5	3	C&I: Support ongoing curriculum development with horizontal and vertical district PLCs and summer curriculum writing. This will ensure the curriculum is written, taught, and tested.
2	5	6	CTE: Will provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and ELL students.
2	6	1	C&I: Monitor student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.
2	6	2	C&I: Support campus RTI process by providing heat maps, instructional resources, time, materials, etc. to support struggling students.
2	6	3	C&I: Support campuses with RTI trainings that deal with intervention strategies, teacher/coaching model, and monitoring. Provide instructional resources focused on getting student back on grade level for the next year to include summer school and summer school materials. Providing support with personnel focused on At-Risk students.
2	7	3	C&I: Hold and plan district-wide grade level PLCs to review BOY, MOY, EOY data and develop plans for early intervention.
2	7	4	C&I: Horizontally align early childhood grades with common benchmarks, assessments, and resources. This will ensure continuity among all campuses.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.00.916.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,500.00
185.11.6112.00.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,475.00
185.11.6112.13.918.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,959.00
185.11.6112.13.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$750.00
185.11.6112.32.920.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
185.11.6117.05.912.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$76,900.00
185.11.6117.05.916.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$1,500.00
185.11.6117.05.923.28	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$1,500.00
185.11.6117.32.920.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$500.00
185.11.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$304,910.00
185.11.6119.32.920.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$49,500.00
185.13.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$22,740.00
185.21.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$42,231.00
185.31.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,964.00
185.32.6119.00.920.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,179.00
185.11.6129.00.923.28	6129 Salaries or Wages for Support Personnel	\$28,917.00
185.11.6141.13.923.28	6141 Social Security/Medicare	\$11.00
185.11.6141.32.920.30	6141 Social Security/Medicare	\$718.00
185.13.6141.00.916.24	6141 Social Security/Medicare	\$330.00
185.21.6141.00.916.24	6141 Social Security/Medicare	\$612.00
185.31.6141.00.923.28	6141 Social Security/Medicare	\$797.00
185.32.6141.00.920.24	6141 Social Security/Medicare	\$858.00

185.11.6141.00.923.28	6141 Social Security/Medicare	\$4,840.00
185.11.6141.03.923.28	6141 Social Security/Medicare	\$36.00
185.11.6141.05.916.30	6141 Social Security/Medicare	\$35.00
185.11.6141.05.923.28	6141 Social Security/Medicare	\$22.00
185.11.6141.08.918.28	6141 Social Security/Medicare	\$29.00
185.11.6142.00.923.28	6142 Group Health and Life Insurance	\$59,896.00
185.11.6142.32.920.30	6142 Group Health and Life Insurance	\$7,487.00
185.13.6142.00.916.24	6142 Group Health and Life Insurance	\$2,620.00
185.21.6142.00.916.24	6142 Group Health and Life Insurance	\$4,867.00
185.31.6142.00.923.28	6142 Group Health and Life Insurance	\$7,487.00
185.32.6142.00.920.24	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.08.918.28	6143 Workers' Compensation	\$10.00
185.11.6143.13.923.28	6143 Workers' Compensation	\$5.00
185.11.6143.32.920.30	6143 Workers' Compensation	\$233.00
185.13.6143.00.916.24	6143 Workers' Compensation	\$107.00
185.21.6143.00.916.24	6143 Workers' Compensation	\$198.00
185.31.6143.00.923.28	6143 Workers' Compensation	\$258.00
185.32.6143.00.920.24	6143 Workers' Compensation	\$278.00
185.11.6143.00.923.28	6143 Workers' Compensation	\$2,604.00
185.11.6143.03.923.28	6143 Workers' Compensation	\$15.00
185.11.6143.05.916.30	6143 Workers' Compensation	\$19.00
185.11.6143.05.923.28	6143 Workers' Compensation	\$9.00
185.11.6145.00.923.28	6145 Unemployment Compensation	\$297.00
185.11.6145.03.923.28	6145 Unemployment Compensation	\$3.00
185.11.6145.05.916.30	6145 Unemployment Compensation	\$10.00
185.11.6145.05.923.28	6145 Unemployment Compensation	\$2.00
185.11.6145.08.918.28	6145 Unemployment Compensation	\$2.00
185.11.6145.13.923.28	6145 Unemployment Compensation	\$1.00

185.11.6145.32.920.30	6145 Unemployment Compensation	\$45.00
185.13.6145.00.916.24	6145 Unemployment Compensation	\$21.00
185.21.6145.00.916.24	6145 Unemployment Compensation	\$39.00
185.31.6145.00.923.28	6145 Unemployment Compensation	\$50.00
185.32.6145.00.920.24	6145 Unemployment Compensation	\$54.00
185.11.6146.00.923.28	6146 Teacher Retirement/TRS Care	\$7,143.00
185.11.6146.05.916.30	6146 Teacher Retirement/TRS Care	\$19.00
185.11.6146.05.923.28	6146 Teacher Retirement/TRS Care	\$9.00
185.11.6146.32.920.30	6146 Teacher Retirement/TRS Care	\$789.00
185.13.6146.00.916.24	6146 Teacher Retirement/TRS Care	\$125.00
185.21.6146.00.916.24	6146 Teacher Retirement/TRS Care	\$232.00
185.31.6146.00.923.28	6146 Teacher Retirement/TRS Care	\$733.00
185.32.6146.00.920.24	6146 Teacher Retirement/TRS Care	\$1,649.00
185.21.6149.00.916.24	6149 Employee Benefits	\$633.00
185.31.6149.00.923.28	6149 Employee Benefits	\$729.00
185.32.6149.00.920.24	6149 Employee Benefits	\$596.00
185.11.6149.00.923.28	6149 Employee Benefits	\$3,837.00
185.11.6149.05.916.30	6149 Employee Benefits	\$22.00
185.11.6149.05.923.28	6149 Employee Benefits	\$23.00
185.11.6149.32.920.30	6149 Employee Benefits	\$629.00
185.13.6149.00.916.24	6149 Employee Benefits	\$341.00
6100 Subtotal:		\$772,926.00
6200 Professional and Contracted Services		
185.11.6269.00.923.28	6269 Rentals - Operating Leases	\$3,148.00
185.11.6299.00.916.30	6299 Miscellaneous Contracted Services	\$46,000.00
185.32.6299.00.920.24	6299 Miscellaneous Contracted Services	\$900.00
6200 Subtotal:		\$50,048.00

6300 Supplies and Services		
185.11.6321.00.923.28	6321 Textbooks	\$200.00
185.11.6329.00.920.26	6329 Reading Materials	\$722.00
185.11.6329.00.923.28	6329 Reading Materials	\$1,000.00
185.11.6329.32.920.30	6329 Reading Materials	\$700.00
185.11.6329.35.918.30	6329 Reading Materials	\$2,000.00
185.11.6339.00.923.28	6339 Testing Materials	\$100.00
185.11.6339.35.918.30	6339 Testing Materials	\$5,250.00
185.11.6398.00.920.26	6398 Computer Supplies/Software - Locally Defined	\$3,128.00
185.11.6398.00.923.28	6398 Computer Supplies/Software - Locally Defined	\$7,423.00
185.11.6398.32.920.30	6398 Computer Supplies/Software - Locally Defined	\$3,500.00
185.32.6398.32.920.24	6398 Computer Supplies/Software - Locally Defined	\$1,000.00
185.11.6399.00.912.30	6399 General Supplies	\$2,000.00
185.11.6399.00.916.30	6399 General Supplies	\$3,000.00
185.11.6399.00.920.26	6399 General Supplies	\$200.00
185.11.6399.00.923.28	6399 General Supplies	\$3,868.00
185.11.6399.32.920.30	6399 General Supplies	\$2,300.00
185.11.6399.35.918.30	6399 General Supplies	\$6,000.00
185.11.6399.40.916.30	6399 General Supplies	\$11,395.00
185.11.6399.40.920.26	6399 General Supplies	\$250.00
185.21.6399.00.912.24	6399 General Supplies	\$1,000.00
185.31.6399.00.923.28	6399 General Supplies	\$100.00
185.32.6399.00.920.24	6399 General Supplies	\$350.00
6300 Subtotal:		\$55,486.00
6400 Other Operating Costs		
185.11.6411.89.920.30	6411 Employee Travel	\$500.00

185.13.6411.00.916.30	6411 Employee Travel	\$6,000.00
185.13.6411.32.920.30	6411 Employee Travel	\$1,400.00
185.21.6411.00.912.24	6411 Employee Travel	\$8,300.00
185.21.6411.00.916.24	6411 Employee Travel	\$3,500.00
185.32.6411.00.920.24	6411 Employee Travel	\$1,400.00
185.32.6411.32.920.24	6411 Employee Travel	\$2,800.00
185.32.6411.89.920.24	6411 Employee Travel	\$850.00
185.32.6499.00.920.24	6499 Miscellaneous Operating Costs	\$500.00
185.11.6494.32.920.30	6499 Miscellaneous Operating Costs	\$300.00
185.11.6499.00.912.30	6499 Miscellaneous Operating Costs	\$10,900.00
185.11.6499.00.923.28	6499 Miscellaneous Operating Costs	\$1,000.00
185.11.6499.32.920.30	6499 Miscellaneous Operating Costs	\$200.00
185.11.6499.35.918.30	6499 Miscellaneous Operating Costs	\$4,750.00
185.13.6499.00.923.28	6499 Miscellaneous Operating Costs	\$600.00
185.21.6499.00.912.24	6499 Miscellaneous Operating Costs	\$400.00
185.31.6499.00.923.28	6499 Miscellaneous Operating Costs	\$200.00
6400 Subtotal:		\$43,600.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Antoinette Knerl	DAEP Teacher	Student Support Services	1
Blake Marvel	DAEP Teacher	Student Support Services	1
Garbriela Corral	Supplemental Services Educator	Student Support Services	1
Giselle Ricci	SpEd Response to Intervention	Student Support Services	1
Lorenzo Melchor	DAEP Teacher	Student Support Services	1
Lucero-Duarte-Hernandez	DAEP Coordinator	Student Support Services	1
Marisela Grado	Counselor	Student Support Services	1
Mark Warnock	DAEP Aide	Student Support Services	1
Natakie Spalloni	ELA/R Instructional Coordinator	Curriculum & Instruction	1
Sarah Pugh	DAEP Teacher	Student Support Services	1
Veronica Andujo	Social Worker	Student Support Services	1

Title I

Schoolwide Program Plan

Canutillo Independent School School currently holds approximately 6,205 students. The district contains the following schools with enrollments as of 11/16/2017;

Canutillo Elementary School- Prek-5th current enrollment is 563

Bill Childress Elementary School- Prek- 5th current enrollment is 415

Deanna Davenport Elementary- Prek- 5th current enrollment is 385

Garcia Elementary Prek- 5th current enrollment is 491

Jose Damian Elementary PreK-5th current enrollment is 508

Reyes Elementary - PreK- 5th current enrollment is 665

Canutillo Middle School 6th-8th current enrollment is 575

Jose Alderete Middle School 6th-8th current enrollment is 706

Canutillo High School 9th-12th current enrollment is 1528

Northwest Early College 9th-12th current enrollment is 357

Break down by grade levels for all campuses are as follows:

Early Education- 28

Pre-Kindergarten- 262

Kindergarten- 446

1st grade- 464

2nd grade- 467

3rd grade- 430

4th grade- 473

5th grade- 459

6th grade- 439

7th grade- 403

8th grade- 455

9th grade- 463

10th grade- 505

11th grade- 456

12th grade- 455

Student Demographics as of 11/16/2017:

Females for CISD- at 48.17% Males for CISD- at 51.83%

Ethnicity- Hispanic-Latino- at 94.13 %

American Indian - Alaskan Native	<u>5</u>	0.08%
Asian	<u>29</u>	0.47%
Black - African American	<u>52</u>	0.84%
Native Hawaiian - Pacific Islander	<u>1</u>	0.02%
White	<u>248</u>	4.00%
Two-or-More	<u>29</u>	0.47%

At-Risk	<u>3,556</u>	57.31%
Economically Disadvantaged	<u>4,102</u>	66.11%
Title I Homeless(<u>*Special Notes*</u>)	0	0.00%
Immigrant	<u>46</u>	0.74%
Limited English Proficient (LEP)	<u>1,821</u>	29.35%
Migrant	<u>135</u>	2.18%
Military Connected	<u>112</u>	1.80%
Foster Care	<u>2</u>	0.03%
CTE Single Parent/Pregnant Teen	<u>2</u>	0.03%

All 10 campuses currently are identified for Title 1 and provide school wide plans.

The following goals are part of the

district's and campus goals/objectives:

1. Students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics
2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning
5. All students will graduate from high school.

TEA priorities are to increase the foundation for math and reading by implementing and following up on various programs that focus on student growth through best practices. Recruiting, retaining and supporting teachers is another CISD focus, by restructuring and setting various processes and support system to assist all teachers and campus administrators.

All campuses and district level form a planning team (CIC/DAC) to develop a school wide plan, a comprehensive needs assessment is conducted involving all 8 components of the Needs Assessments and this year we are implementing the 4 multiple measures in the needs assessments to develop an understanding for the new process that will be required in 18-19 school year. An improvement plan is developed and revised with the team and are linked to all funding

sources that are Federal, State and Local. The Improvement plan is implemented and monitored throughout the year using Plan4Learning to create discussions and dialogue among the team members, campus and district wide by evaluating the plan. Formative and Summative will measure and evaluate the Improvement plan linking back to the Comprehensive Needs Assessments.

Canutillo District Improvement Plan is addressed in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically 11.251 and 11.252. These requirements are also contained in CISD policies BQ (legal) and BQA (Legal).

Our District Improvement Plan is developed, evaluated and revised annually. Our plan guides the district and campus staff to improve student performance for all student groups in order to attain state standards.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Canutillo ISD followed up with a District Needs Assessments using data from all campuses. Committees were based on representation from a variety of roles: Committees included directors, Administrators, teachers, counselors, community members, students, and parents. District Advisory Council served as part of District Needs Assessment.

PLC's are established and are continued to be refined for an effective PLC's by analyzing data and creating an action plan using best strategies and effective support services to ensure student success.

A variety of targeted sources will be analyzed for effectiveness and adapt to meet students needs.

All 8 components were addressed with district outcomes in their strengths, weakness and/or priorities for 2017-2018 school year.

The 8 components for Needs Assessments were utilized with an integration of the 4 multiple measures.:

Demographics

- Strengths- That all campuses are addressing the needs of at risk students through a clear process and procedures as defined in the handbook and through training, District is consistent on addressing teacher student ratio and is monitored throughout the year.
- Priorities- Resources are needed for parent involvement to disseminate information effectively and increase participation in various events throughout the district. Awareness for parents of graduation plan, ELL expectations and providing strategies to support students at home. Address Bilingual program for all students.

Student Achievement

- Strengths-Reading, Science and Social Studies are comparable to the state and region. There has been an increase in EOC score's in Biology, English I

and II and US History. There are availability on variety of resources for teacher and student support. Campuses target Academic Tutors successfully for specific programs that assists students that are struggling. The utilization of IStation are following up with effective use for intervention and assessments.

- Priorities-Professional Development in the following areas have been indicated as a priority: Addressing Writing across curriculum and all grade levels. Guided Reading with resources and training. Science lab resources/ training to include support for ELL students. Follow up and extend training for Marzano/ Kagan and increasing effectiveness of PLC's.

School Culture and Climate

- Strengths-Teamwork on campuses where teachers are held to high professional standards and collaboration, focused on Academics increasing communication of student progress. Faculty are dedicated and have a positive attitude to ensure student success.
- Priorities-Providing additional support throughout the campuses to meet daily operations for campus success. Plan of action to address tardiness and chronic absences affecting student attendances. Increase extra-curricular activities with diverse programs. district to celebrate and acknowledge cultural awareness through literacy and different events. Continue enhancing the communication from all departments and campuses to ensure high functioning for PLC's across the district.

Staff, Quality, recruitment and retention

- Strengths-PLC's are beginning to function across the district, our highly qualified personnel are focusing with target data analysis. Positive environment across the district has increased and will continue increasing high moral for CISD employees. Retention rate for teachers across the district is positive.
- Priorities-Addressing benefits and pay for all district employees. Specific and targeted assistance for campuses, utilizing support staff that will benefit students. Mentoring program for new teachers- Professional Development targeted to districts objectives ensuring student success through follow ups. Expand invitation for professional development to all substitutes.

Curriculum, instruction and assessment

- Strengths- Utilization of TEKS Resources and establishing coherent Instructional framework throughout the district. Common Assessments are utilized throughout the district that were established by our teachers. DOK and Kagan training has been beneficial for our teachers and students.
- Priorities- Establish a system or process in place to address RTI and opportunities for Principal PLC's. Expanded Professional Development for RTI and Bilingual program. Training for effective inclusion setting and strategies to be used for student success.

School Context and organization

- Strengths- PLC's have been established in all campuses
- Priorities- Re-evaluate the process of scheduling for classes / student programs and after school programs to ensure that all students receive opportunities for participation and/or success.

Family and Community Involvement

- Strengths- School and home communication has been more effective due to a variety modes of communication. Parental Involvement is beginning to rise with opportunities that have been available for parents to partake: Academic nights/ literacy nights/ open house/ Science projects/ assemblies/ performance nights and other events throughout the year.
- Priorities- Continue to increase parent participation at academic functions/ extra curricular events and trainings for parents

Technology

- Strengths- Campuses and district have access to technology, we have created a strong network connections. Classroom desktops computers have been updated around campuses and programs are becoming accessible from home.
- Priorities- Ensure that Professional Development is followed with purchase of technology that can be used as we integrate it with instruction in the classroom.

As we did the needs assessments in the spring using the 8 components, CISD revisited the needs assessments based on the 4 multiple perceptions in the fall. They will reeviw Districts needs based on focal questions to determine root cause utilizing data from the DNA.

2: Schoolwide Reform Strategies

Instructional strategies and initiatives are based on our districts comprehensive plan that is scientifically based to strengthen the core academic programs by increasing the quality and quantity of learning time. It is our priority to address the learning needs of all students in the district.

Through collaboration utilizing data resources is key to successful implementation in the efforts that lies with all educators by providing professional development that is not only aligned to the context of the school, but also to the contexts of the staff members themselves.

* Istation

*Plato

*Renaissance/ STAR Spanish Rdg

*TEKS Resource

*Gale Resources

*ESPED data-based management system

*ESTAR LPAC system

*Writing across curriculum

*Eduphoria

*Technological software- ex: Achieve 3000, Istation, ESTAR/MSTAR, Think through Math

*Princeton Review

Review of programs and disaggregating data by sub-groups are documented through PLC's to determine its effectiveness. District assists and supports campuses through collaboration.

Extended learning time are reviewed through campus visits and determine its effectiveness.

3: Instruction by highly qualified professional teachers

o ensure that all teachers and paraprofessionals are highly qualified require to meet districts and states expectations for a highly qualified status.

District works diligently to research and bring updated professional development for our teachers around the district. The Curriculum and Instruction division provides ongoing professional development throughout the year. Campuses provide other professional development that meets the needs to individual teachers for growth.

Leadership training will be provided on a monthly basis or as needed to focus on leadership success to benefit campuses, students and community.

Texas Equity Toolkit has been introduced to the district identifying 3 areas in regards to teacher effectiveness: out of state certification, New Teachers and Ineffective Teachers.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

CISD provides the following to support all teachers, parents and paraprofessionals:

- provide time for professional development
- provides a mentoring system to ensure support for new teachers throughout the district
- Opportunities for collaboration is provide by assessing and digging for data in testing results during benchmarks. This occurs regularly throughout the year as they collaborate through grade level or by departments.
- Analyzing through PLC's on the effectiveness of instructional strategies and implementing methods that are proven successful.
- Provide feedback through regular walk throughs
- Professional development and support of "in place" programs with ongoing evaluations of effectiveness utilizing TTESS for teachers.

5: Strategies to attract highly qualified teachers

District advertises and promotes hard to fill positions through job fairs, newspapers and Internet to increase candidate pool. CISD also provides initiative programs to attract HQ teachers throughout all campuses and is Campuses provide programs that through research have been successful throughout the state of Texas. We provide and marketingt through news/ CISD web/ and performances from each campus.

6: Strategies to increase parental involvement

CISD uses various options to communicate with parents on school events and activities. Each campus sponsors PAC meetings on a monthly basis and public meeting to provide meetings.

Increasing Parental engagement is a district priority that will support campuses through various programs.

- Parent Academic nights will occur at all campuses
- Parent trainings to support their children utilizing various strategies at home
- PTO/PAC and/or volunteers to welcome our parents and provide their input for campus and district projects
- Parent participations with various committees throughout the district and campuses.
- Develop family resource center to assist students and family members
- Create a parent university to support our community and students

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Professional development between Preschool and kinder teachers occurs throughout the year providing time for collaboration and aligning their instruction.

Transitioning programs and plan of action is utilized through different grade levels in the district that includes

5th to 6th grade

8th to 9th grade

High School to post secondary

DAEP to their home campuses.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

District supports all campuses on utilizing the TEKs Resource System effectively through professional development and Professional Learning Communities that are practiced through every campus. PLC's are scheduled throughout the year district wide and campus level for targeted planning when analyzing student data through various reports: Benchmarks, Istation, Achieve 3000, ESTAR/MSTAR, and other exams/screenings that support students who are identified ELL, SPED, or any student struggling through core content areas.

Teachers worked during the summer for curriculum writing by creating targeted common assessments per campus needs.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Utilization of PLC's at campus level and district reports meet on regular basis that will provide a plan of action to assist students within a timely manner making student gains through use of early intervention process.

10: Coordination and integration of federal, state and local services and programs

Canutillo continues to focus on prevention classes and activities that will assist and support students to complete their education and encourage higher education through various opportunities. Trainings and events are provided throughout the district for Prevention programs for parents and students. Student Support Services is a key component to provide the following to our community and students:

- Prevention classes and events
- Family Literacy

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dr. Monica Reyes	Director for Student/Community Services	Student Support Services	1.0
Elisa Pavia	Secretary - Director Student & Community	Student Support Services	.50
Elizabeth Ramirez	Early Childhood Care Provider	Student Support Services	1.0
Elvia Moreno	Program Compliance Director	Human Resources/Finance	.60
Jesus Juarez	Prevention Specialist/Facilitator	Student Support Services	1.0
Marlenna Zimmerman	Science Curriculum Coordinator	Curriculum & Instruction	1.0
Nidia Avila	Mathematics Curriculum Coordinator	Curriculum & Instruction	1.0
Sandra Carrillo	E. Childhood & New Teacher Coordinator	Curriculum & Instruction	.75

District Advisory Committee

Committee Role	Name	Position
District-level Professional	TRACY ANDREWS	CTE Director
Classroom Teacher	Lily Maldonado	Teacher
Classroom Teacher	Karen Brooks	Teacher
Classroom Teacher	Dora Parisi	Teacher
Classroom Teacher	James Okeeffe	Teacher
Classroom Teacher	Carla Acevedo	Teacher
Classroom Teacher	Kaylon Griffith	Teacher
Non-classroom Professional	Christine Sambrano	Nurse
Classroom Teacher	Erika Colorado	Teacher
Classroom Teacher	Pam Perez	Teacher
Non-classroom Professional	Aida Salazar	Nurse
Classroom Teacher	Dona Maria Descamps	Teacher
Non-classroom Professional	Martin Arroyos	Counselor
Non-classroom Professional	Sylvia Nunez	Librarian
Classroom Teacher	Perla Livengood	Teacher
Administrator	Magdalena Valdez	Assistant Principal
Non-classroom Professional	Diane Ramirez	Counselor
Classroom Teacher	Deborah Harris	Teacher
Classroom Teacher	Annette Gonzalez	Teacher
Non-classroom Professional	Grace Carbajal	Nurse
Classroom Teacher	Nancy Sherman	Teacher
Classroom Teacher	Diana Sanchez	Teacher
Paraprofessional	Ana Gomez	Library Paraprofessional
Classroom Teacher	Rita Paton	Teacher
Classroom Teacher	Estella Ramos	Teacher

Non-classroom Professional	Lauren Harrison	Librarian
Classroom Teacher	Melanie Weirson	Teacher
Classroom Teacher	Kelly Watts	Teacher
Non-classroom Professional	Elsie Moore	Instructional Coach
Classroom Teacher	Catherine Tabor	Teacher
Parent	Donna Sanchez	Parent
Parent	Ryan Smith	Parent
Parent	Cristina Salazar	Parent
Parent	Tisha Pappan	Parent
Parent	Daniel Becerril	Parent
Community Representative	Christian Corrales	Community Member
Business Representative	Maryellen Wheatley	Business Member
District-level Professional	Elvia Moreno	Program Compliance Director