

Canutillo Independent School District

District Improvement Plan

2018-2019 Improvement Plan

Accountability Rating: A



Board Approval Date: September 25, 2018

Mission Statement

Our mission is to create rigorous, student-centered classrooms which develop future-ready students to compete in a global economy and thrive in a multicultural world.

Vision

Canutillo ISD is a premier district preparing tomorrow's best today with innovative, future-focused learning opportunities for every student.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Canutillo ISD has been transitioning from Agriculture to suburban. There has been some growing pains that include increase of student enrollment at certain campuses, the poverty levels have decreased on a Title 1 campus. Social Economic status and At Risk percentages are listed below. Data also indicates that there has been an increase on more non-hispanici students however, it does remain a majority within our community. Migrant students have decreased from 169 to 131. Military families are steadily increasing for the past 3 years beginning with 77 students in 2014-2015 to 203 students in 2017-2018, the increase of military student enrollment will be addressed for effective processes to ensure smooth transition of all military families.

The district employs 1,148 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- 2,992 at 48.11% Male- 3,227 at 51.89%

We have 6,219 students where 5,854 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, 249 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- 586 students at 9.42%

Bilingual- 1339 students at 21.53% English as a Second Language (ESL) 698 students at 11.22%

Career and Technical Education of 1,731 students at 27.83%

Free Lunch Participation 2,803 students at 45.07%

Reduced Lunch Participation 1,300 students at 20.90%

Gifted and Talented 601 students at 9.66% Title 1 Participation 6,219 students at 100%

Dyslexia 29 students at 0.47%

Homeless Status of 112 students at 1.80%

At Risk population of 3,559 students at 57.23%

Economically Disadvantaged of 4,112 students at 66.12%

Immigrant - of 59 students at 0.95%

LEP population of 1,824 students at 29.33%

Migrant population of 131 students at 2.11%

Military Connected of 203 students at 3.26%

Foster Care 3 students at 0.05%

2017-2018

Graduation Rate: 91%

Attendance Rate: 96%

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

Staffing:

Employees: 1,148

Teachers: 403

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 ENROLLMENT
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.

Ending for 17-18 school year the enrollment numbers on the following campuses are as follows:

SCHOOL	# OF ENROLLMENT	SCHOOL	# OF ENROLLMENT
CHS		BCE	
AMS		JDE	

RES	CES
NWECHS	GES
CMS	DDE

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: 1,148

Teachers: 403- with Bachelors: 66%, Masters:32%, Doctorate: 1%

Demographics Strengths

Through Comprehensive Needs assessment representing all campuses, took several steps in order to reach out to our community and parents- Meetings that took place are as follows:

- Campus Comprehensive Needs Assessments
- Campus Leadership Needs Assessments
- District Leadership Needs Assessments
- District Advisory Council Needs Assessments that included community members, business partners and parents.

A District Advisory Council (DAC) with Leadership reviewed, analyzed data and determined the following to be identified as strengths for the district:

- The District has a high teacher retention rate
- Staff morale throughout the district indicates a positive atmosphere in our working place with incentives in place for attendance at campus and district level.
- There has been an increase in student enrollment from 16-17 to 17-18 by about 300 students.
- 80% and above of district teachers are experienced and are highly qualified.
- Canutillo has effectively leveraged all resources with the available funds.
- There was an increase where multiple campuses have acquired multiple distinctions for 17-18 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to increase effectiveness to service the Special Education and English Language Learner (ELL) population. **Root Cause:** District is growing and need to increase professional development and provide target support to subpopulations. Personnel that focus on at risk situations with the ELL students or any student that is at risk.

Problem Statement 2: Boundary changes are a concern and need to honor the boundary lines as the number of transfers may affect the teacher student ratio. **Root Cause:** District is growing and expanding quickly, need time to develop a plan of action having a sense of urgency in order to meet the campus needs within a time frame.

Problem Statement 3: 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 4: 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.

Student Academic Achievement

Student Academic Achievement Summary

Canutillo is on its way! We are seeing results in student achievement. Outcomes in grades 5th, 8th and EOC illustrates an increase in Mastery scores, with particular recognition in Science and Algebra 1 at Middle Schools. However, there is still work to do to reach the next level of performance. The district has initiated the need for a literacy framework and more vertical alignment that is specific strategically planned to meet districts goals. Professional Development that is purposeful to truly support special populations. We continue to work on identifying, placing and serving special pops to include Advanced Academics. With ongoing collaborative support from Business /Services and Human Resources an equitable solution can be found by keeping the end in mind for student success.

A variety of resources and data were used to determine strengths and priorities, they are as follows: Staar Assessments- Common Assessments- TELPAS - PBMAS- Failing rates- Career and Technical Education (CTE) data, Graduation, Completion, Dropout and GED rates, Diploma types, SAT/ACT/PSAT results, promotion rates and subpopulation data.

Using Student Learning data for 17-18 and through various reports leadership and DAC members have determined strengths 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

			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
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 17-18 and through various reports from leadership and District Advisory Council (DAC) members we have determined strengths for the district are as follows:

- Professional Learning Communities have flourished in strength and are focused on analyzing data and progression of student learning.
- Academic Tutoring / interventions/ What I Need Now- (WINN) are strong throughout the district and is gaining momentum with a focus.
- There are advanced and/or extended programs that are available and successful (ex: Science, Technology, Engineering and Math (STEM), Science, Technology, Engineering, the Arts and Mathematics (STEAM), Project Based Learning (PBL) etc..)
- Science is now a stronger focus for Elementary campuses as indicated through their increase of performance.
- Canutillo 5th and 8th grade levels have demonstrated through some advancement in all subject areas
- Overall, our district meets and mastery scores have been rising.
- There has been gains at NorthWest Early College High School (NWECHS) that has strengthen district End of Course (EOC) scores, furthermore, EOC scores at the High School have been improving.
- Algebra 1 at both middle schools are rock solid.
- Career and Technical Education (CTE) and State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) has increased and will continue to work on increasing the scores.
-

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: Addressing the approach to writing from various campuses is a concern. **Root Cause:** Need to target vertical alignment specifically since it is not being taught consistently in the non-tested grades.

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: 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 2: 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 3: Technology plan is out of date and needs to be updated that includes the HB5 career readiness- CTE pathway **Root Cause:** Time is needed for teams to create and update all Technology plans following guidelines ensuring effective use of equipment and / or software.

Problem Statement 4: Regular practice of PLC's must take place to collaborate and focus on targeted objectives, which may include but not limited to unpacking TEKS to study depth and complexity utilizing TEKS Resources, spiral reviews and sharing knowledge of differentiated instruction. **Root Cause:** Lack of time and monitoring to ensure support and expectations of PLC's

Problem Statement 5: Ensure that we monitor and evaluate the effectiveness of programs that directly affect all grade levels. **Root Cause:** Need to provide more time to evaluate in depth the effectiveness of programs by analyzing and discussing outcomes of these programs.

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.

Problem Statement 4: Parent- Family Engagement- Parents and families are not actively engaged in all facets of their child's education **Root Cause:** Need to provide home visits or other ways of reaching out to our parents

Priority Problem Statements

Problem Statement 1: Math and Science scores continue to remain the same percentage of growth

Root Cause 1: The number of At risk students are increasing where traditional strategies may not be successful for these students.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Parent- Family Engagement- Parents and families are not actively engaged in all facets of their child's education

Root Cause 2: Need to provide home visits or other ways of reaching out to our parents

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Need to increase effectiveness to service the Special Education and English Language Learner (ELL) population.

Root Cause 3: District is growing and need to increase professional development and provide target support to subpopulations. Personnel that focus on at risk situations with the ELL students or any student that is at risk.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Boundary changes are a concern and need to honor the boundary lines as the number of transfers may affect the teacher student ratio.

Root Cause 4: District is growing and expanding quickly, need time to develop a plan of action having a sense of urgency in order to meet the campus needs within a time frame.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Out of 25 teachers only 5 participated in the New teacher mentoring program.

Root Cause 5: New teacher trainings are held at 4pm which provides hardship for new teachers to participate for growth.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Monitoring and following up with Truancy is inconsistent with students and parents

Root Cause 6: We no longer have a truancy officer that assisted with monitoring and follow ups.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Reading and Writing scores for students in Special Education and English Language Learners have not improved.

Root Cause 7: 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 7 Areas: Student Academic Achievement

Problem Statement 8: Addressing the approach to writing from various campuses is a concern.

Root Cause 8: Need to target vertical alignment specifically since it is not being taught consistently in the non-tested grades.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Mentoring program for new teachers needs to be restructured to provide effective support to new teachers.

Root Cause 9: New teachers have limited support with the current program.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Professional development must be focused on district and campus needs

Root Cause 10: 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 10 Areas: District Processes & Programs

Problem Statement 11: Technology plan is out of date and needs to be updated that includes the HB5 career readiness- CTE pathway

Root Cause 11: Time is needed for teams to create and update all Technology plans following guidelines ensuring effective use of equipment and / or software.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Regular practice of PLC's must take place to collaborate and focus on targeted objectives, which may include but not limited to unpacking TEKS to study depth and complexity utilizing TEKS Resources, spiral reviews and sharing knowledge of differentiated instruction.

Root Cause 12: Lack of time and monitoring to ensure support and expectations of PLC's

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: Ensure that we monitor and evaluate the effectiveness of programs that directly affect all grade levels.

Root Cause 13: Need to provide more time to evaluate in depth the effectiveness of programs by analyzing and discussing outcomes of these programs.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: After school activities are limited, not providing opportunities for students to participate in extra- curricular activities.

Root Cause 14: Difficult to create extra- curricular activities for afterschool with limited funds and personnel.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Truancy for absences and accountability for students has been difficult to follow up.

Root Cause 15: Removal of Truancy officer has made it difficult for campuses to follow up, restructuring approach will be addressed.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: District and campuses occasionally have conflict of times for events and presentations that occur across the district and throughout the year.

Root Cause 16: Communication of events and presentations needs to be shared across the district. Possibly a district wide calendar.

Problem Statement 16 Areas: Perceptions

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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

Revised/Approved: September 25, 2018

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

Performance Objective 1: By June 2019 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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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: a. Incident Command System (ICS) b. National Incident Management System (NIMS). The Campus' staff will be trained by the Campus' Safety & Security Committee.</p>		CISD Chief of Police	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>		CISD Chief of Police	Better utilization of District's resources.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) HR- Risk Management will conduct investigations and follow up with campuses from reported incidents to maintain a safe work place environment.		Chief of Human Resources / Workers Compensation Coordinator	Decrease of incident reports for 18-19.				
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.		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				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By June 2019, 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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.		Executive Director of Facilities CISD Chief of Police	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.		Executive Director of Facilities CISD Chief of Police	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.		Executive Director of Facilities CISD Chief of Police	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>	2.6	DAEP Coordinator	<p>Screening of criminal history or current infractions to ensure the safety of students and staff.</p> <p>Law enforcement entity forms</p>				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2019, 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: Met Performance Objective

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

Next Year's Recommendation 1: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) C&I:/Sped/RtI/At Risk: Support campus initiatives by providing resources (materials, robots, labware, instructional materials, software and hardware, etc.) and professional development (registration fees, travel, airfare, subs) for campuses.</p>	2.4, 2.5, 2.6	Exec. Director of Curriculum and Instruction Curriculum Coordinators C&I Admin Assistance	Lesson plans, student projects, travel reimbursements, etc.				
Funding Sources: 185-State Compensatory Education - 14241.26, 225-IDEA-Part B Preschool - 0.00							
<p>Critical Success Factors CSF 1</p> <p>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, subs, etc). Support campuses for Science and STEM Fairs and for the district Science Fair.</p>	2.5	Exec. Director of Curriculum and Instruction Curriculum Coordinators C&I Admin Assistance	Increased district participation				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Lone Star Academy (DAEP): Core teachers will develop an interdisciplinary project based learning activity to incorporate communication, collaboration, and critical thinking skills.</p>		Teachers: Math, Science, Social Studies, English	Lesson plans, student projects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Provide opportunities for students to participate in authentic literacy by providing software that adapts to their reading level and challenges them to improve their vocabulary. Provide opportunities to participate in a Reader's Theater group reading authentic stories, novels and genres and provide opportunity to see play related to story at the University. Opportunity for students grades 4-8 to participate in the National Spanish Spelling BEE. This will expand their knowledge of words, word meaning and use of new words in complete sentences while reinforcing their literacy skills.</p>	2.4, 2.5, 2.6, 3.2	ALS Director, English teachers at middle and high school campuses and Elementary and middle school language arts teachers.	Increased EL student participation in reading, increase exposure to English vocabulary use and support reading comprehension. Expand word knowledge, meaning and use in complete sentences. Provided software to CHS/ Achieve 3000, DD Leer con Angel to improve literacy to newcomers and kinder students. Held Reader's Theater after school sessions for over 160 students (5th grade, middle school and high school), provided books in English and Spanish and took students to UTEP theater.				
<p>Funding Sources: 263-Title III-Part A LEP - 1539.00</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 2:

By June 2019, 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: Met Performance Objective

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

Next Year's Recommendation 2: Continue goal

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) C&I; SPED: Provide Professional Development opportunities to teachers and administrators with district, Region 19, state, and out of state training.</p>	2.4, 2.5	Executive Director of Curriculum and Instruction.	Increase in student engagement and deepening their understanding. Lesson Plans, Walkthroughs, PD Calendar				
Funding Sources: 211-Title I-Part A - 6607.79, 255-Title II-Part A Teacher/Principal - 100501.00, 199-Local Funds - 26673.53, 185-State Compensatory Education - 9557.20							
<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>		Executive Director of Curriculum and Instruction Early Childhood/New Teacher Coordinator	Increase quality of new classroom teachers and increase retainment. 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>		At Risk Case Manager	Purchase orders, Sign In Sheets				
Funding Sources: 185-State Compensatory Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 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.		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 - 1192.80, 199-Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 7 5) Lone Star Academy (DAEP): Provide professional development opportunities through our district, local agencies, and/or state and national conferences to all core teachers, Special Education teacher, and counselor.		DAEP Coordinator	Ensure staff development is aligned with district goals and identified needs. Purchase Orders, Training certificates Travel Expense Reports				
	Funding Sources: 185-State Compensatory Education - 6392.22						
Critical Success Factors CSF 1 6) Migrant coordinator and paraprofessionals will attend migrant conference/staff development to stay current on Migrant Program guidelines and to better meet the specific needs of migrant students.		Migrant Department	Conference and professional development agendas. Migrant Assistants participated in Border Conference, Region 19 Parental Involvement Conference, Title I, Part A Parent and Family Engagement Statewide Initiative Migrant Coordinator attended ACET Fall Conference in Corpus Christi				
	Funding Sources: 212-Title I-Part C Migrant - 220.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7</p> <p>7) ALS will provide professional opportunities to aides, teachers and administrators within the district, locally with Region 19, state and national conferences.</p>	2.5, 2.6, 3.2	ALS Director	Increase consistency and fidelity to bilingual services through effective practices in the dual language and ESL classes. This will be monitored through classroom visits, agendas and sign in sheets. Supported 6 teachers to go to La Cosecha Conference, 28 to ESL Certification sessions, 40 to Improving Science Vocabulary with ELPS, 45 to Sharpening Spanish Grammar, 120 teachers to 7 Steps to Interactive Classrooms, 15 to Interactive Notebooks, 15 to Sheltered Instruction, Held 10 Dual Language Study Group,				
Funding Sources: 263-Title III-Part A LEP - 13232.35							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2019, there will be an increase number of students receiving certifications in Career and Technical Education by 15%.

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

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

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

Next Year's Recommendation 3: continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college Critical Success Factors CSF 1 CSF 2</p> <p>1) CTE: Will increase the number of students receiving certifications in Career & Technical Education by 15% and increase the diversity of industry certifications by 1%.</p>		CTE Director/CTE Coordinator	Perkins Effectiveness Report (PER), A-F Accountability System				
Funding Sources: 199-Local Funds - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2019, CISD will increase the measurement of "Master" Index by 15% point Reading, Writing, Math, Science and Social Studies and all End of Course exams.

Evaluation Data Source(s) 4: STARR results

Reading (3-8), Writing (4-7), Math (3-8), Science (5&8), SS (8th), Eng I, Eng II, Algebra, Biology & US

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

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

Next Year's Recommendation 4: Continue

Strategy Description	ELEMENTS	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>		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>		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				
Funding Sources: 199-Local Funds - 58505.12							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 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.		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.				
	Funding Sources: 199-Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 2 4) C&I: Monitor student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.	2.4	Executive Director of Curriculum and Instruction Campus Principals Curriculum Coordinators Instructional Coaches	Early intervention for struggling students.				
	Funding Sources: 211-Title I-Part A - 7776.21						
Critical Success Factors CSF 1 CSF 2 5) C&I: Support campus RTI process by providing heat maps, instructional resources, time, materials, etc. to support struggling students.	2.6	Executive Director of Curriculum and Instruction Campus Principal Curriculum Coordinators Instructional Coaches	Closing the gaps for struggling students.				
	Funding Sources: 185-State Compensatory Education - 26966.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) 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>	2.6	Curriculum and Instruction Depart	Rosters, At-Risk folders,				
7) 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				
8) 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	2.6	Program Compliance Director	Running "At Risk" reports/ Sign in sheets Blue At Risk Folders materials and supplies				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 185-State Compensatory Education - 564.00</p>							
9) HR-Will review and collaborate with campuses to target their schoolwide plan so interventions and support are implemented for all at risk students.	2.6	Program Compliance Director/ Campus Administrators	Each campus and district will have a plan to monitor and complete by June 2018				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>10) ALS: 1. Will support teachers by providing professional development opportunities in the integration of the English Language Proficiency Standards, Sheltered Instruction, Dual Language and Reading Comprehension. 2. Teachers will also be able to attend conferences to improve the teaching of English language learners. 3. Will conduct the Dual Language Study group to read and discuss research on best practices.</p>		ALS Director	Sign-in sheets, Agendas, classroom observations to monitor implementation of strategies in classrooms. Held ELPS training at all 10 campuses, Sheltered Instruction strategies to improve vocabulary, Dual Language Study group at AMS and CMS, took teachers to La Cosecha, Lead teacher to Assessment Conf, TABE, Border Teacher's Conference,				
<p>Funding Sources: 263-Title III-Part A LEP - 0.00</p>							
<p>Critical Success Factors CSF 1</p> <p>11) ALS will: 1. Provide support to all campuses with academic tutors to improve reading, math, social studies and science scores, 2. Support middle and high school student in reading by implementing the Reader's Theater where students read play and go to UTEP to see performance. 3. Provide support to CHS and DD with reading software to improve reading skills of ELs. 4. Provide reading kits and training on Estrellita Spanish Reading for Pre-K to 1st.</p>	2.6	ALS Director	Improve reading skills and reading scores on state exam. Hired 19 Academic Tutors serving 9 campuses, Held Reader's Theater in Fall semester with over 160 students participating in reading book and attending play at UTEP, Provided software for both CHS and DD, Provided reading kits to GE, DD, BC and CE teachers.				
<p>Funding Sources: 263-Title III-Part A LEP - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 12) Lone Star Academy (DAEP): Work with all campuses to achieve state passing standards. We will continue to follow the district YAG and curriculum in all core subjects 6-12, and participate in all district and state assessments.	2.4, 2.5, 2.6	DAEP Teachers DAEP Coordinator	-Offer tutoring as needed -One on one instruction for any struggling student -Ensure all students are passing their core classes before they exit from the program				
Funding Sources: 185-State Compensatory Education - 436956.75							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

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

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2019, 30% of all 9th and 10th grader who score "Approaches" on the State's 8th grade Reading and End of Course English 1 will pass the Texas Success Initiative in Reading & Writing.

Evaluation Data Source(s) 5: State Assessments results

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue

Strategy Description	ELEMENTS	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: Support the district guarantees through professional development, ongoing technical assistance from Curriculum Coordinators and ICs, data dig meetings, quarterly PLCs, etc.</p>		Executive Director of Curriculum and Instruction	Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.				
<p>Funding Sources: 199-Local Funds - 247528.86, 211-Title I-Part A - 225993.51, 255-Title II-Part A Teacher/Principal - 20543.26, 185-State Compensatory Education - 76819.89</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) C&/SPED/ALS: Will purchase instructional software and resources (copies, supplies, books, etc.) subs, to schools and students that support the district guarantees i.e. Istation, TEKS Resource System, Eduphoria, Plan4Learning, Renaissance, etc.</p>		Executive Director of Curriculum and Instruction Administrative Assistant for Curriculum and Instruction	Progress monitoring for Students to meet achievement goals.				
<p>Funding Sources : 199-Local Funds - 90550.00, 185-State Compensatory Education - 43034.00, 263-Title III-Part A LEP - 13946.20, 211-Title I-Part A - 616.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>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.				
Funding Sources: 211-Title I-Part A - 0.00							
<p>Critical Success Factors CSF 1</p> <p>4) Student Support Service: Provide tutoring, materials, supplies and equipment as necessary for students to achieve educational goals (i.e., calculators/laptops)</p>		At Risk Case Manger	Student in Pregnancy Related Services (PRS) will receive support services during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and to stay in school and any teen parent program while attending school throughout the school year. Students in The Opportunity Academy (TOA) will receive support services as needed will on the campus classroom.				
Funding Sources: 185-State Compensatory Education - 13515.07							
<p>Critical Success Factors CSF 1</p> <p>5)) Student Support: Pregnant students will be provided supplemental services and Compensatory Home Education Instruction (CEHI) to assure their continued academic success</p>		At Risk Case Manager	Student will receive during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and to stay in school.				
Problem Statements: Perceptions 4							
Funding Sources: 185-State Compensatory Education - 51950.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) CTE: Will provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and ELL students.</p>	2.4, 2.5, 2.6	CTE Director, SPED Director, ALS Director, Executive Director of C&I	EOC results, PBMAS, PD sign-in sheets & meeting agendas				
Funding Sources: 244-Carl Perkins Voc-Ed Grant - 5500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Lone Star Academy (DAEP): Support all secondary campuses by providing students with tutoring during and/or after school, updated technology equipment, purchasing reading materials, of various genres, to expand the selection of books, and purchase manipulatives, lab equipment and supplies as needed.</p>		DAEP Coordinator	<p>Engage students in books that are meaningful and relevant to their personal interests.</p> <p>Address educational gaps to increase student achievement.</p> <p>Purchase orders, Lesson plans</p>				
Funding Sources: 185-State Compensatory Education - 16437.72							
<p>8) C & I/SPED : Provide division with office supplies, technology equipment, furniture, postage, cell phone, mileage, copier rental etc....for function of the department by supporting campuses</p>							
Funding Sources: 199-Local Funds - 17958.47							
<p>TEA Priorities Build a foundation of reading and math</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>9) Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day, after school, or before school to enhance English and Spanish academic vocabulary necessary for all students to succeed in school. Priority for Services students will be served first. Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences by participating in the English and Spanish spelling be at the district level and at the national level.</p>	2.4, 2.5, 3.2	Migrant Coordinator ALS Director	<p>Student Report Cards STAAR scores PBMAS EOC scores Participation in the campus, district, local and national level competition on Spelling Bee.</p> <p>Academic tutors started on November 1st</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>10) A migrant summer school program supplemental to the district's summer program will be offered to all eligible migrant students. Priority for services students will be served first.</p>		Migrant Department	<p>Summer School rosters, lesson plans</p> <p>Summer School planning has started</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>11) School supplies will be available for migrant students attending summer school.</p>		Migrant Department	<p>School supplies purchased</p> <p>School supplies were distributed upon request at the beginning of academic school year.</p>				
<p>12) Migrant Education: Technology equipment will be purchased for the appropriate and effective implementation of the local Migrant Education Program</p>		Migrant Coordinator	<p>Purchase Requisitions</p> <p>Capital Assets log</p> <p>Pending funds</p>				
<p>Critical Success Factors CSF 1</p> <p>13) Migrant Education: Office supplies and materials will be purchased as necessary for the appropriate and effective implementation of the local Migrant Education Program</p>		Migrant Coordinator	<p>Purchase Requisitions</p> <p>Pending funds for purchase</p>				
<p>14) Migrant Education: UT Austin Credit by Exam for high school credit accrual and recovery will be available to all 8-12 migrant students. Graphing calculator workshop. Priority for Services students will be served first</p>		Migrant Coordinator	<p>UT Austin transcript, purchase order, sign in list, evaluations</p> <p>Mr. Acosta from CHS was contracted to provide a 3 day 1 hour graphing calculator workshop</p>				
<p>Critical Success Factors CSF 1</p> <p>15) Migrant Education: Instructional supplies will be purchased to support the implementation of the Migrant Summer School Program. Priority for services students will be served first.</p>		Migrant coordinator	<p>Purchase orders, receipts</p> <p>Pending funding for purchase</p>				
<p>Critical Success Factors CSF 1</p> <p>16) Migrant Education: Transportation will be provided to migrant students attending Migrant Summer School Program.</p>		Migrant coordinator	<p>Transportation requests, transportation invoices</p> <p>Summer school planing has begun</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Performance Objective 5 Problem Statements:

Perceptions
<p>Problem Statement 4: Parent- Family Engagement- Parents and families are not actively engaged in all facets of their child's education Root Cause 4: Need to provide home visits or other ways of reaching out to our parents</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By June of 2019, 90% of all first and second grade students will be reading at grade level.

Evaluation Data Source(s) 6: Fluency checks/ Istation reports

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

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

Next Year's Recommendation 6: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) C&I: Regular meetings of the Early Childhood Task Force to serve as an advisory board for teacher and administrator input.		Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Stakeholder support.				
Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 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.		Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Decrease Tier 3 students beginning 3rd grade.				
Critical Success Factors CSF 1 CSF 2 3) C&I: Hold and plan district-wide grade level PLCs to review BOY, MOY, EOY data and develop plans for early intervention.		Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Decrease Tier 3 students beginning 3rd grade.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 4) C&I: Horizontally align early childhood grades with common benchmarks, assessments, and resources. This will ensure continuity among all campuses.		Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Guarantee the state curriculum is written, taught, and tested at Canutillo schools.				
Critical Success Factors CSF 1 CSF 2 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.		Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Guarantee the state curriculum is written, taught, and tested at Canutillo schools.				
Critical Success Factors CSF 1 6) Supplemental Instructional Support by a Teacher for Migrant First Grade Students Who are Performing below the Expected Level of Development will be provided in small groups once or twice per week and outside of regular instructional time.		Migrant Department	Student tiered lists Progress report/ report cards				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

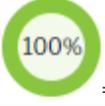
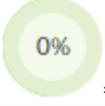
Performance Objective 7: By June of 2019, all teachers will have been trained and supported throughout the year by completing and understanding the process on utilizing the Texas Student Learning Objectives effectively increasing expertise and continuity for teacher success.

Evaluation Data Source(s) 7: TTESS & SLO's report in Eduphoria

Summative Evaluation 7: Met Performance Objective

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

Strategy Description	ELEMENTS	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>		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>		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>		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>		Human Resources/ Program Compliance Director	TTESS goals/observations/ walkthroughs and SLOs are reported through STRIVE- Run reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.		Human Resources/ Program Compliance Director	Attendance reports				
 = Accomplished  = Continue/Modify  = 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 1: By June 2019, 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: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: In order to move forward with the implementation of Positive Behavior Interventions Support and at the same time provide the guidance to campuses, Canutillo Isd is planing to utilize the Tiered Fidelity Inventory evaluation instrument.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Student Support Services: Coordinate the District Wide Positive Behavior Interventions Support Initiative.	2.5	Prevention Specialist	To provide a positive culture and effective intervention to support students in a proactive manner.				
Problem Statements: Perceptions 4 Funding Sources: 211-Title I-Part A - 51097.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Student Support Services: Provide support and serve as liaison between Region IXX the District Leadership Team and the Campus PBIS Coaches.		Prevention Specialist	To maintain communication at various levels and ensure that all stakeholders have the same message.				
Funding Sources: 199-Local Funds - 199.01							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Student Support Services: Provide support and serve as liaison between Campus PBIS Coaches and District's PBIS Leadership Team.		Prevention Specialist	Meetings and Agendas				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 4) Student Support Services: Provide training to Campus PBIS Coaches on generating and utilizing students' discipline data as required.		Prevention Specialist	Sign in sheets, agendas				
Funding Sources: 211-Title I-Part A - 0.00							
Equity Plan Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 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.	2.5	Prevention Specialist	Collaborate and share results with district and all campuses to review outcomes.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 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.		Prevention Specialist	Reports every 9 wks				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 7) Monitor Student Discipline Through DAEP Placements, In and Out of School Suspensions.		Prevention Specialist	Reports				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 8) Student Support Services: Will provide training on Positive Behavior Interventions Support to bus drivers and bus monitors.		Prevention Specialist	scheduled trainings/ sign in sheets				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 9) Student Support Services: Coordinate the implementation of the "No Place for Hate" initiative at all campuses.		Prevention Specialist	Meetings/ Agendas				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 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.		Prevention Specialist	Sign in sheets/ agendas				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 11) Student Support Services: Implement PBIS substance abuse and violence prevention presentations to educate 5th grade students.		Prevention Specialist	Scheduled Presentations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 12) Student Support Services: Implement PBIS substance abuse and violence prevention presentations to educate 7th grade students.		Prevention Specialist	Scheduled Presentations				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 13) Student Support Services: Implement PBIS substance abuse and violence prevention presentations to educate 9th grade students.		Prevention Specialist	Scheduled Presentations				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 14) Student Support Services: Coordinate and monitor the implementation of the Anonymous Alerts violence and drugs reporting system.		Prevention Specialist	Reports from Alerts system				
Funding Sources: 211-Title I-Part A - 2912.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 15) Student Support Services: Coordinate the implementation of the student safety patrol program in elementary schools.		Prevention Specialist, School Counselors.	List of Activities/ meetings from campuses				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 16) Student Support Services: Coordinate the implementation of PBIS Tier II and III interventions for DAEP.		Prevention Specialist, DAEP Coordinator, DAEP Counselor.	Meetings and agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 17) Lone Star Academy (DAEP): Develop and implement positive behavior interventions and instructional support to address the academic and affective needs of at risk students through the use of Restorative Practices, Character Education Curriculum, and guest speakers.	2.4, 2.5, 2.6	DAEP Coordinator DAEP Counselor District Social Worker	-Increase positive school culture that is student centered -Continuously provide students with counseling techniques and strategies -Decreases recidivism rate -Survey Monkey -Permission slips -Sign-in sheets,				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 18) Lone Star Academy (DAEP): Assist faculty and staff to develop a common language by providing professional development to help them gain responsive classroom teaching practices.	2.4, 2.5, 2.6	DAEP Coordinator	-Consistently reinforce a set of key behavioral expectations during students' daily routines through the use of a behavioral matrix. -Decrease behavioral warnings -Increase student grades -Increase attendance -Professional development registration -Purchaser Orders				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 4: Parent- Family Engagement- Parents and families are not actively engaged in all facets of their child's education Root Cause 4: Need to provide home visits or other ways of reaching out to our parents

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 2019 CISD will increase student attendance rate to 98%.

Evaluation Data Source(s) 2: Attendance reports

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>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>		Prevention Specialist	Agendas/ Sign in sheets				
<p>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>		Prevention Specialist	Sign in sheets/ flyers or notifications of classes				
<p>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>		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>		At Risk Case Manager	Student will receive during the pregnancy prenatal and postpartum periods to help her adjust academically, mentally, and physically and to stay in school.				
<p>Funding Sources: 185-State Compensatory Education - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		At Risk Case Manager	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		At Risk Case Manager	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		At Risk Case Manager	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 - 135.13						
Critical Success Factors CSF 1 8) Student Support Service: Equipment and furniture will be provided for staff working with pregnant and teen parents.		At Risk Case Manager	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 - 979.72						
Critical Success Factors CSF 1 9) Student Support Services: Will extend The Opportunity Academy hours to coincide with high school credit recovery summer session.		At Risk Case Manager	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						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 10) Lone Star Academy (DAEP): Support secondary campuses, by enforcing daily attendance, and reaching out to our families to ensure students are present everyday.	2.4, 2.5, 2.6	DAEP Coordinator DAEP Counselor Security A. Watikins	Daily phone calls are made when a student is absent. DAEP staff will make home visits for students who refuse to come to school and/or absent frequently. Students may be transported to the campus by Canutillo security. Call log, home visit form, parent letters indicating the reason for absence(s)				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

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 2019, 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: Met Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	ELEMENTS	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>		At Risk Case Manager	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>		At Risk Case Manager	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>		At Risk Case Manager	Raise expectation of students and parents that encourages and prepares them to attend college.				
Funding Sources: 185-State Compensatory Education - 98.94, 199-Local Funds - 661.24							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 4) Student Support: Supervise district's compliance with federal and state requirements related to students in foster care.		At Risk Case Manager	Provide services which meet compliance with federal and state requirements for students in foster care.				
Funding Sources: 185-State Compensatory Education - 0.00							
Critical Success Factors CSF 1 5) Student Support Services: Provide Pregnant and Teen Parent parent education and pre-natal care trainings.		At Risk Case Manager	Students will receive instruction related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.				
Critical Success Factors CSF 1 CSF 4 6) CTE: Increase the number of work-based learning experiences, internships, and/or apprenticeships in all CTE courses.		CTE Director, CTE coordinator, CTE Teachers	affiliation agreements, training plans				
Funding Sources: 199-Local Funds - 0.00							
TEA Priorities Connect high school to career and college Critical Success Factors CSF 1 CSF 4 CSF 6 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.		CTE Director, CTE Teachers	Travel Requests, Competitive Event Results, Lesson Plans, CTSO Rosters and membership forms (leadership roles listed)				
Funding Sources: 199-Local Funds - 0.00, 244-Carl Perkins Voc-Ed Grant - 0.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 8) Lone Star Academy (DAEP): Enhance school learning and social experiences by providing the opportunity to participate in six field trips that focus on leadership, community service, probation, and post secondary. Also, during the Friday PLC, students will be provided with guidance lessons to include social, emotional, behavioral and academic needs.	2.4, 2.5, 2.6	DAEP Coordinator DAEP Counselor	-Decrease in write-ups/warnings -Increase attendance -Increase exposure to opportunities of higher education. -Survey monkey -Permission slips -guest speaker(Navy, Aliviane) -Sign in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>9) Student Support Services: Partner with Kids Excel El Paso to provide an all year 4th grade program that focuses on music, dancing and academic skills (2018-2019 focus is</p>	2.4, 2.5, 2.6, 3.1	CSH Facilitator					
Funding Sources: 199-Local Funds - 0.00							
<p>10) A retreat/workshop for migrant middle school students will be conducted to develop student ability to seek and secure timely attention and appropriate interventions regarding academic and nonacademic issues they may face. Priority for services will be served first.</p>		Migrant Department	<p>Workshop and retreat agenda and sign-in sheets</p> <p>MENTE/ Middle School Retreat was on November 2nd</p>				
Funding Sources: 212-Title I-Part C Migrant - 1755.00							
<p>Critical Success Factors CSF 1</p> <p>11) Migrant students will participate in migrant specific events such as graduation summit, graphing workshop. When necessary, students will be provided with school uniforms and graduation cap & gowns. Priority for Services Students will be served first</p>		Migrant Department	Purchase of items PO's				
<p>Equity Plan Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools Critical Success Factors CSF 1 CSF 6</p> <p>12) 12) ELL students will be provided with opportunities to participate in events held at UTEP to promote character building skills.</p>	2.4, 2.5, 2.6	ALS Director	Expose students to an institution of higher education and cultural events promoting college readings and enhancing behavioral management. Took middle school students to the MENTE Conference at UTEP, CHS students to the Orange and Blue Day, and students in 5th, middle and high school to watch Bless Me Ultima at UTEP.				
Funding Sources: 263-Title III-Part A LEP - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 13) Student Support Services/Social Worker: Will utilize outside community resources to address social and personal development to include coping techniques, decision making skill, handling crisis, problem solving, etc. Will attend a minimum of one conference to help in addressing the above needs.		District Social Worker	Presentations, Sign-in-sheets, conference registration packet.				
Problem Statements: Perceptions 4 Funding Sources: 185-State Compensatory Education - 60466.00							
Critical Success Factors CSF 3 CSF 5 CSF 6 14) Student Support Services/Social Worker: Purchase instructional supplies, pamphlets, books, resources, and materials for the Family Resource Center at the Lone Star Building.		District Social Worker	Purchase Orders.				
Critical Success Factors CSF 1 CSF 5 CSF 6 15) Student Support Services: Provide opportunities for Military connections with Fort Bliss		Student Support Services Director					
Funding Sources: 185-State Compensatory Education - 1574.47							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 4: Parent- Family Engagement- Parents and families are not actively engaged in all facets of their child's education Root Cause 4: Need to provide home visits or other ways of reaching out to our parents

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 2109, 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: Met Performance Objective

Next Year's Recommendation 4: Continue

Strategy Description	ELEMENTS	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 4 CSF 5 CSF 6 CSF 7</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. DAEP Counselor will attend Professional Development, in the aforementioned, and train our staff and students.</p>	2.4, 2.5, 2.6	DAEP Coordinator DAEP Counselor	-Ongoing support to address mental and physical needs to increase self regulation skills. -Sign in sheets -Survey monkey -Purchase Orders -Training Certificates				
<p>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>		Prevention Specialist	reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 4) Student Support Services: Provide bullying prevention education to 5th, 7th and 9th grade students.		Prevention Specialist	Scheduled classes				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 5) Student Support Services: Coordinate/Supervise community agencies to provide Substance Abuse and Violence Prevention Presentations/Programs.		Prevention Specialist	Scheduled meetings/ presentations				
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 6) Student Support Services: provide assistance to families of students who are experimenting or using drugs/violence including referrals to CISD Social Worker.		Prevention Specialist	List and number of referrals				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 7) Student Support Services: Provide substance abuse and violence prevention educational materials and information to parents, students and staff.		Prevention Specialist	P.O's -List of materials				
Funding Sources: 211-Title I-Part A - 0.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 8) Student Support Services: provide equipment, supplies and materials for Prevention Specialist to assist in the implementation of the prevention programs in the classroom.		Prevention Specialist	List of Inventory- P.O's				
Funding Sources: 211-Title I-Part A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 9) Student Support Services: Provide information/presentations to secondary campuses about healthy relationships, respect, empowerment, etc. to address the health, counseling and wellness components of CSH.	2.4, 2.5, 2.6	Coordinated School Health (CSH) Facilitator CSH Campus Teams					
				Funding Sources: 199-Local Funds - 0.00			
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7 10) Student Support: Coordinated school health (CSH) team action plans/calendar, district wide presentations and campus health fairs. Provide prevention educational materials, supplies and fixed assets.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals, K-8 CSH teams, CSH Facilitator					
				Funding Sources: 199-Local Funds - 208.00			
Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7 11) Student Support: collaboration with health related agencies and the CSH teams.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principals, K-8 CSH teams, CSH Facilitator					
				Funding Sources: 199-Local Funds - 0.00			
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 12) Student Support: Physical Education (PE) teachers will assess, examine and work on closing the gaps between students who achieved and did not achieve the healthy fitness zones.	2.4, 2.5, 2.6, 3.2	K-12 Principals, PE teachers, CSH teams, CSH facilitator					
				Funding Sources: 199-Local Funds - 0.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 13) Student Support: Develop and implement goals with objectives for physical education/activity programs after evaluating data collected through fitness assessments and other evaluation methods.	2.4, 2.5, 2.6	K-12 Principals, PE teachers, CSH teams, CSH facilitator					
				Funding Sources: 199-Local Funds - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 14) Student Support: Provide curriculum materials and/or local, regional and national professional development for PE teachers for improving and evaluating current programs. The training will assist PE teachers to implement the latest research and best practices to improve the overall fitness level of all students.	2.4, 2.5, 2.6	K-12 Principals, PE teachers, CSH teams, CSH facilitator					
	Funding Sources: 199-Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 15) Student Support: Physical Education and Health curriculum review.	2.4, 2.5, 2.6	Student Support Director, K-12 Principals, PE teachers, CSH teams, CSH facilitator, Curriculum and Instruction director, Health teachers					
	Funding Sources: 199-Local Funds - 0.00						
Critical Success Factors CSF 5 CSF 6 CSF 7 16) Student Support: Assist campuses to increase immunization awareness for parents, students, and community regarding Texas immunization requirements.	2.4, 2.5, 2.6	K-12 Principals, Student Support Director, CSH facilitator					
	Funding Sources: 199-Local Funds - 0.00						
17) Student Support: Provide UDCA training (according to HB 984 for school employees)	2.5, 2.6	Student Support Division, CSH Facilitator					
	Funding Sources: 199-Local Funds - 0.00						
Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7 18) Every campus will have a paid stipend Wellness coordinator to improve the CSH goals and objectives.	2.5	K-12 Principals, Student Support Director, CSH facilitator					
	Funding Sources: 199-Local Funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

Performance Objective 1: By June 2019, all campuses will support and collaborate with student families in setting student goals, planning for post-secondary education and careers.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue meetings with stakeholder groups to plan how all campuses can improve their collaboration with families.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>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				
Funding Sources: 199-Local Funds - 0.00							
<p>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. (CTE) Provide support, updates, training to all district counselors concerning CTE programs & graduation endorsements.</p>		Director of Student Support Services CTE Director Lead Counselor	District has a developed standardized procedure, family events, family projects to engage parents .				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 3) Student Support Services: Provide professional development in the areas of House Bill 5, graduation requirements, college and career readiness. (CTE) Coordinate/attend parent meetings to inform and disseminate HB5 & CTE information at middle & elem levels		Directors of Student Support Services, CTE, and C & I Lead Counselor	All counselors cross-trained and provide correct and current information to parents at all levels.				
Critical Success Factors CSF 4 CSF 6 4) Student Support Services: Purchase resources, supplies and items related to personal/social counseling topics for professional growth and counseling.		Director of Student Support Services Lead Counselor	Tools, resources support counseling initiatives, effective counseling sessions and lessons				
Funding Sources: 199-Local Funds - 337.41							
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 5) Associate Superintendent: Conduct district level professional learning community sessions (PLC) with all counselors.	2.6	Lead Counselor	District has a developed standardized procedure, family events, revised YAG, and creating ASCA curriculum for district wide comprehensive guidance program.				
= Accomplished = Continue/Modify = 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: Met Performance Objective

Next Year's Recommendation 2: Provide more monthly trainings focused on academics and instructional areas identified by campuses as areas to address. Parent University will focus on parent sessions linked to learning.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Lone Star Academy (DAEP): Our campus will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.</p>	2.4, 2.5, 2.6, 3.2	DAEP Coordinator DAEP Counselor	<p>Build a positive school connection with parents by increasing the number of contacts between the families and teachers.</p> <ul style="list-style-type: none"> -Intakes -Counselor meetings -Morning breakfast/coffee -Monthly DAEP Newsletter <p>Trainings offered through:</p> <ul style="list-style-type: none"> -Aliviane- Adrian Tovar -Prevention Specialist- Jesus Juarez 				
<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>	3.1, 3.2	Director of Student Support Services, parent liaisons	<p>Director and Parent liaisons are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<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>	2.4, 2.5, 2.6, 3.2	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.				
Funding Sources: 185-State Compensatory Education - 105.00							
<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>	3.1, 3.2	Director of Student Support Services, Campus Principals, Parent Liaisons	To motivate parents and community members to attend scheduled meetings and conferences.				
Problem Statements: Perceptions 4 Funding Sources: 211-Title I-Part A - 1350.00							
<p>Critical Success Factors CSF 5</p> <p>5) Student Support Services: Will provide professional development to Family Literacy Program staff to comply with Texas Workforce Commission (TWC) requirements.</p>	2.5	Family Literacy Coordinator	Improve teaching strategies and learning environment.				
Funding Sources: 211-Title I-Part A - 200.00							
<p>Critical Success Factors CSF 5</p> <p>6) Student Support Services: Recruit district parents and community members to attend Adult Literacy classes.</p>		Family Literacy Coordinator	To increase participation numbers and provide opportunities for the CISD community.				
<p>Critical Success Factors CSF 5</p> <p>7) Student Support Services: Provide ESL and GED classes in the evening.</p>		Family Literacy Coordinator	To satisfy parents and community members' adult literacy needs and increase parental involvement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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	To ensure success of the program.				
<p>Critical Success Factors CSF 5</p> 9) Student Support Services: Provide Early Childhood Education to children whose parents participate in the Adult Literacy Program.		Family Literacy Coordinator	Increase parental involvement. Prepare children for the transition into Pre-K.				
Problem Statements: Perceptions 4 Funding Sources: 211-Title I-Part A - 12551.00							
<p>Critical Success Factors CSF 5</p> 10) Student Support Services: Provide supplies, assessments, and textbooks.		Family Literacy Coordinator					
Funding Sources: 199-Local Funds - 1168.98							
11) Student Support Service will purchase office supplies, technology, equipment, furniture, software and postage for the operations of the SSS 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.				
Problem Statements: Perceptions 4 Funding Sources: 185-State Compensatory Education - 890.84, 211-Title I-Part A - 67569.34							
12) Student Support: School Health Advisory Council (SHAC) and standing committee meetings will require the latest technology and provide daycare services to ensure parental involvement.	2.4, 2.5, 2.6, 3.1, 3.2	CSH Facilitator, SHAC Chair	To ensure success of the committee				
Funding Sources: 199-Local Funds - 0.00							
13) Student Support: The SHAC will make recommendations to the Board of Trustees that enhance the health, well-being, and safety of all students and employees.	2.4, 2.5, 2.6, 3.1, 3.2	CSH Facilitator, SHAC Chair	To serve and enhance the well-being of our students and employees.				
14) SHAC members will receive materials and trainings (local, regional, national) to learn about implementing best practices, policies, and/or programs that will benefit the students academically and physically.	2.4, 2.5, 2.6, 3.1, 3.2	Student Support Director, CSH facilitator, SHAC members	To keep up to date on any new policies or best practices				
Funding Sources: 199-Local Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 15) Childcare will be offered during parent involvement and PAC Meetings. Transportation to and from Parent Involvement and PAC Meetings will be provided. Light snacks will be available to encourage participation or attendance by parents at parent involvement and PAC Meetings.		Migrant Department	To increase parent participation First PAC Meeting was on 9-27-18 Second PAC meeting was on 12-5-18				
	Funding Sources: 212-Title I-Part C Migrant - 150.00						
Critical Success Factors CSF 5 16) Migrant Education: Registration fees for parents to attend local conferences and parenting sessions. Hygiene bags will be available for parents in need.		Migrant Coordinator	Attendance Sheets, Purchase Orders, evaluation sheets 2 migrant assistants and 3 migrant parents attended the Region 19 Parental Involvement Conference Parents attended Region PAC Meeting at Region 19 in December				
	Funding Sources: 212-Title I-Part C Migrant - 70.00						
Critical Success Factors CSF 5 17) Migrant Education: Parents will be notified via standard mail of Migrant Program events and activities		Migrant Coordinator	Budget report, mailing list Flyers for our first PAC meeting were sent out via regular mail				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Improve low-performing schools</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>18) Academic Language Services (ALS) will promote parental involvement to improve communication with campuses, promote reading at home, increase knowledge of bilingual services and encourage higher education for their children. New initiative to improve communication and team building strategies to improve services for the bilingual students and among parents and campuses.</p>	2.4, 2.5, 2.6, 3.2	ALS Director and Lead Teacher	Parent Forums, opportunities for parents to participate in district, local and regional conferences, cultural events with their children and home visits. Have conducted over 40 home visits to students at all levels supporting literacy at home and encouraging good students to continue their hard work. Held 4 parent forums providing information regarding dual language programs.				
Funding Sources: 263-Title III-Part A LEP - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>19) Student Support Services/Social Worker: Community resource bank is available for all CISD personnel on the student support services department webpage.</p>		District Social Worker	Community Resource Bank				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>20) Student Support Services/Social Worker: Provide parents with community educational presentations provided by community agencies such as Emergence Health Network, El Paso Behavioral Health Center, Federal Bureau of Investigations, etc.</p>		District Social Worker	Sign-in sheets, presentation handouts				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>21) Student Support Services/Social Worker: Continue to develop and maintain the Family Resource Center at the Lone star Academy building to assist families and community members with personal, familial, emotional, social and psychological stressors and problems.</p>		District Social Worker	Social Work documentation log, verification form in progress				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 22) Student Support: Provide resources and support to campuses to increase parent and family engagement.	3.1, 3.2	Student Support Services Director	Parent Engagement Database PLC SAMs Parent Meetings PTO Parent Volunteers Title I Compliance binders				
	Problem Statements: Perceptions 4 Funding Sources: 211-Title I-Part A - 4350.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 4: Parent- Family Engagement- Parents and families are not actively engaged in all facets of their child's education Root Cause 4: Need to provide home visits or other ways of reaching out to our parents

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

Performance Objective 3: Improve parent engagement through parental classes and training. Provide opportunities to participate in school discussions, LPAC Committees and having translations of manuals, flyers, letters and translation of meetings in their native language.

Evaluation Data Source(s) 3: flyers, sign-in sheets, agendas.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Provide more training on Title I Parent Engagement policies to staff to ensure compliance. Find new ways to engage parents in trainings including scheduling.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Lone Star Academy (DAEP): Increase number of quality notifications sent via newsletters, brochures, handouts, etc. to parents, businesses, and community members.	2.5, 2.6, 3.2	DAEP Coordinator DAEP Counselor District Social Worker	Increase parent awareness and input to involve them in decision making. Newsletters, parenting classes sign in sheets, counselor brochure				
→ → →							

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

Performance Objective 1: By June 2019, 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 sustain CISD as a premiere school district.

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

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	ELEMENTS	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.		At Risk Case Manager	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, CTE Website, Counseling website				
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.	2.5	Public Information Officer	Increased viewership. Additional publications and growth in our social media channels.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 4) 4) SSS: To foster a welcoming environment with positive and empowering messages and decor throughout the Lone Star Building and in the parent meeting rooms 4/15/19	3.1	Executive Director of Student Support Services	Increase the positive image at the Lone Star Building				
	Funding Sources: 211-Title I-Part A - 479.98						
= Accomplished = Continue/Modify = 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	ELEMENTS	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 = No Progress = Discontinue							

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

Performance Objective 3: By June of 2019, CISD will present a balanced budget for the 2019-2020 school year for Board approval without utilizing fund balance.

Evaluation Data Source(s) 3: Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	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.				
<p>Problem Statements: School Processes & Programs 2, 5</p> <p>Funding Sources: 211-Title I-Part A - 65000.00</p>							
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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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
 = No Progress
 = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Professional development must be focused on district and campus needs Root Cause 2: 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 5: Ensure that we monitor and evaluate the effectiveness of programs that directly affect all grade levels. Root Cause 5: Need to provide more time to evaluate in depth the effectiveness of programs by analyzing and discussing outcomes of these programs.

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 18-19

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	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					
= Accomplished = Continue/Modify = No Progress = Discontinue							

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:

Strategy Description	ELEMENTS	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 - 78206.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.00.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,250.00
185.11.6112.12.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$750.00
185.11.6112.13.918.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$980.00
185.11.6112.32.920.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$500.00
185.11.6112.96.916.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
185.11.6117.05.923.28	6117 Career Ladder - Locally Defined	\$1,500.00
185.11.6117.32.920.30	6117 Career Ladder - Locally Defined	\$300.00
185.11.6117.40.699.30	6117 Career Ladder - Locally Defined	\$185,942.00
185.11.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$314,425.00
185.11.6119.32.920.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,950.00
185.13.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$23,275.00
185.21.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$43,225.00
185.31.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$57,364.00
185.32.6119.00.920.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,466.00
185.11.6128.40.699.30	6128 Overtime Pay - Locally Defined	\$6,000.00
185.11.6129.00.923.28	6129 Salaries or Wages for Support Personnel	\$37,595.00
185.11.6141.32.920.30	6141 Social Security/Medicare	\$753.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6141.40.699.30	6141 Social Security/Medicare	\$2,784.00
185.11.6141.96.916.30	6141 Social Security/Medicare	\$73.00
185.13.6141.00.916.24	6141 Social Security/Medicare	\$337.00
185.21.6141.00.916.24	6141 Social Security/Medicare	\$627.00
185.31.6141.00.923.28	6141 Social Security/Medicare	\$832.00
185.32.6141.00.920.24	6141 Social Security/Medicare	\$877.00
185.11.6141.00.923.28	6141 Social Security/Medicare	\$5,104.00
185.11.6141.05.923.28	6141 Social Security/Medicare	\$22.00
185.11.6141.08.918.28	6141 Social Security/Medicare	\$29.00
185.11.6141.13.918.28	6141 Social Security/Medicare	\$14.00
185.11.6141.13.923.28	6141 Social Security/Medicare	\$43.00
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
185.31.6143.00.923.28	6142 Group Health and Life Insurance	\$270.00
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
185.11.6143.13.918.28	6143 Workers' Compensation	\$5.00
185.11.6143.13.923.28	6143 Workers' Compensation	\$18.00
185.11.6143.40.699.30	6143 Workers' Compensation	\$1,114.00
185.11.6143.96.916.30	6143 Workers' Compensation	\$29.00
185.13.6143.00.916.24	6143 Workers' Compensation	\$109.00
185.21.6143.00.916.24	6143 Workers' Compensation	\$203.00
185.32.6143.00.920.24	6143 Workers' Compensation	\$284.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.00.923.28	6143 Workers' Compensation	\$1,654.00
185.11.6143.05.923.28	6143 Workers' Compensation	\$9.00
185.11.6145.00.923.28	6145 Unemployment Compensation	\$323.00
185.11.6145.05.923.28	6145 Unemployment Compensation	\$2.00
185.11.6145.08.918.28	6145 Unemployment Compensation	\$2.00
185.11.6145.13.918.28	6145 Unemployment Compensation	\$1.00
185.11.6145.13.923.28	6145 Unemployment Compensation	\$6.00
185.11.6145.32.920.30	6145 Unemployment Compensation	\$48.00
185.11.6145.40.699.30	6145 Unemployment Compensation	\$224.00
185.11.6145.96.916.30	6145 Unemployment Compensation	\$6.00
185.13.6145.00.916.24	6145 Unemployment Compensation	\$21.00
185.21.6145.00.916.24	6145 Unemployment Compensation	\$40.00
185.31.6145.00.923.28	6145 Unemployment Compensation	\$53.00
185.32.6145.00.920.24	6145 Unemployment Compensation	\$55.00
185.11.6146.00.923.28	6146 Teacher Retirement/TRS Care	\$8,234.00
185.11.6146.05.923.28	6146 Teacher Retirement/TRS Care	\$9.00
185.11.6146.32.920.30	6146 Teacher Retirement/TRS Care	\$996.00
185.11.6146.40.699.30	6146 Teacher Retirement/TRS Care	\$1,056.00
185.13.6146.00.916.24	6146 Teacher Retirement/TRS Care	\$175.00
185.21.6146.00.916.24	6146 Teacher Retirement/TRS Care	\$324.00
185.31.6146.00.923.28	6146 Teacher Retirement/TRS Care	\$973.00
185.32.6146.00.920.24	6146 Teacher Retirement/TRS Care	\$1,809.00
185.11.6149.32.920.30	6149 Employee Benefits	\$645.00
185.11.6149.40.699.30	6149 Employee Benefits	\$2,880.00
185.13.6149.00.916.24	6149 Employee Benefits	\$349.00
185.21.6149.00.916.24	6149 Employee Benefits	\$648.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.31.6149.00.923.28	6149 Employee Benefits	\$741.00
185.32.6149.00.920.24	6149 Employee Benefits	\$608.00
185.11.6149.00.923.28	6149 Employee Benefits	\$4,046.00
185.11.6149.05.923.28	6149 Employee Benefits	\$23.00
6100 Subtotal:		\$920,863.00
6200 Professional and Contracted Services		
185.11.6269.00.923.28	6269 Rentals - Operating Leases	\$1,780.00
185.11.6299.00.916.30	6299 Miscellaneous Contracted Services	\$40,000.00
185.32.6299.00.920.24	6299 Miscellaneous Contracted Services	\$900.00
6200 Subtotal:		\$42,680.00
6300 Supplies and Services		
185.32.6329.00.920.24	6329 Reading Materials	\$500.00
185.11.6329.00.920.26	6329 Reading Materials	\$200.00
185.11.6329.00.923.28	6329 Reading Materials	\$500.00
185.11.6329.32.920.30	6329 Reading Materials	\$700.00
185.11.6329.35.918.30	6329 Reading Materials	\$2,959.00
185.11.6339.00.920.26	6339 Testing Materials	\$400.00
185.11.6339.35.918.30	6339 Testing Materials	\$5,250.00
185.11.6397.00.920.30	6397 Other Equipment - Locally Defined	\$700.00
185.11.6398.32.920.30	6398 Computer Supplies/Software - Locally Defined	\$4,060.00
185.32.6398.32.920.24	6398 Computer Supplies/Software - Locally Defined	\$700.00
185.11.6398.00.920.26	6398 Computer Supplies/Software - Locally Defined	\$8,000.00
185.11.6398.00.923.28	6398 Computer Supplies/Software - Locally Defined	\$6,564.00
185.11.6399.00.912.30	6399 General Supplies	\$1,500.00
185.11.6399.00.916.30	6399 General Supplies	\$6,892.00
185.11.6399.00.920.26	6399 General Supplies	\$900.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6399.00.923.28	6399 General Supplies	\$2,574.00
185.11.6399.32.920.30	6399 General Supplies	\$2,165.00
185.11.6399.35.918.30	6399 General Supplies	\$6,000.00
185.11.6399.40.916.30	6399 General Supplies	\$18,000.00
185.11.6399.40.920.26	6399 General Supplies	\$250.00
185.31.6399.00.923.28	6399 General Supplies	\$100.00
185.32.6399.00.920.24	6399 General Supplies	\$600.00
6300 Subtotal:		\$69,514.00
6400 Other Operating Costs		
185.11.6411.89.920.30	6410 Travel, Subsistence and Stipends	\$500.00
185.13.6411.00.916.30	6411 Employee Travel	\$4,000.00
185.13.6411.00.923.28	6411 Employee Travel	\$3,400.00
185.13.6411.32.920.30	6411 Employee Travel	\$1,400.00
185.21.6411.00.912.24	6411 Employee Travel	\$9,900.00
185.21.6411.00.916.24	6411 Employee Travel	\$2,000.00
185.31.6411.00.923.28	6411 Employee Travel	\$1,200.00
185.32.6411.00.920.24	6411 Employee Travel	\$3,300.00
185.32.6411.32.920.24	6411 Employee Travel	\$3,000.00
185.32.6411.89.920.24	6411 Employee Travel	\$200.00
185.11.6494.00.923.28	6494 Reclassified Transportation Expenses	\$950.00
185.11.6494.32.920.30	6494 Reclassified Transportation Expenses	\$225.00
185.31.6499.00.923.28	6499 Miscellaneous Operating Costs	\$200.00
185.32.6499.00.920.24	6499 Miscellaneous Operating Costs	\$200.00
185.11.6499.32.920.30	6499 Miscellaneous Operating Costs	\$150.00
185.13.6499.00.920.30	6499 Miscellaneous Operating Costs	\$150.00
185.13.6499.00.923.28	6499 Miscellaneous Operating Costs	\$600.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.13.6499.35.918.30	6499 Miscellaneous Operating Costs	\$4,750.00
185.21.6499.00.912.24	6499 Miscellaneous Operating Costs	\$600.00
	6400 Subtotal:	\$36,725.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Antoinette Knerl	DAEP Teacher	District Alternative Educational Program	1
Blake Marvel	DAEP Teacher	District Alternative Educational Program	1
Deborah Garcia	At Risk Case Manager	Student Support Services	1
Garbriela Corral	Supplemental Services Educator	Student Support Services	1
Giselle Ricci	DAEP RTI Teacher	District Alternative Educational Program	1
Lorenzo Melchor	DAEP Teacher	District Alternative Educational Program	1
Lucero Duarte-Hernandez	DAEP Coordinator	District Alternative Educational Program	1
Margarita Abrego	Counselor	District Alternative Educational Program	1
Mark Warnock	DAEP Aide	District Alternative Educational Program	1
Natalie Spalloni	ELA/R Instructional Intervention Coordin	Curriculum & Instruction	1
Ruby Ramirez	DAEP Aide	District Alternative Educational Program	1
Sara Pugh	DAEP Teacher	District Alternative Educational Program	1
Veronica Andujo	Social Worker	Student Support Services	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessments is based on several steps to ensure that all stakeholders have the opportunity to review, analyze and collaborate using district data.

As a district we involved various committees in reviewing some of the major district improvement related needs assessments.

Parent leadership was effective in reviewing and discussing data on the following topics:

Effectiveness of parent engagement throughout the district

Perceptions from parents in working towards district and campus goals.

Partnership in their child's student academic achievement

The processes that the district or campuses adhere to meet student needs and any other feedback that parents wanted to share.

Campus and District leadership followed a similar process in reviewing data and collaborating on problem statements and what may be the underlying factor or condition that creates these problems.

District Advisory Council (DAC) reviewed all data that was provided by various committees and through collaboration determined the strengths, Problem Statements with the underlying root cause.

Stakeholders involved in the DAC meeting are the following:

Teachers/Paraprofessionals

District Staff

Parents

Community members

District Personnel

Leadership

The following has been determined through the needs assessment process on targeting:

- Teacher growth by utilizing Texas Teacher Evaluation Support System(TTESS) and Student Learning Objectives (SLO's) effectively embedding to their every day teaching.
- Professional Development that supports district initiatives: The Writing Academy, Guided Math and Guided Reading, STEM and Project Lead the Way.
- Professional Development that increases teachers pedagogy in all core content areas and well rounded opportunities.
- Utilizing the Professional Learning Communities (PLC's) to address targeted data and collaboration to include vertical alignment discussions.
- Finding avenues to service our changing of demographics for about the past 2 years. Which includes boundary changes involving number of transfers.
- Ensuring that we are servicing Subpopulation (ELL, SPED) effectively and adequately
- Find approaches to meeting the student attendance rate of 98%.
- Having consistency with updating technology to ensure access for students
- Safety and Security is a priority for campuses and at district level. In addition addressing behavior expectations with Positive Behavior Intervention Support (PBIS) or other programs that benefits students.
- Find different avenues to increase parent support for their child's academic achievement, opportunities are provided however, we need to explore on other avenues to increase engagement.
- Communication for hard to reach parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Canutillo ISD researches and collaborates our processes for our district improvement and continuous improvement planning to address our Pre-K through 12 education. District committees identifies essential components according to best practices that have been successful within our district.

District Advisory Council (DAC) reviewed all data that was provided by various committees that includes the following:

- Parent Leadership Team

- District and campus leadership team
- Campus teachers and staff

District Advisory committee determines our strengths, and problem statements with the underlying of root causes.

Stakeholders involved in DAC meeting are the following:

Teachers/Paraprofessionals

District Staff

Parents

Community members

District Personnel

Leadership

2.2: Regular monitoring and revision

Once we have developed our plan and our actions, various members are designated to being accountable for specific objectives and activities that need to occur throughout the year. In order for oversight to occur, quarterly updates are required to be documented in the districts improvement plan.

Meetings at district leve take place quarterly providing update to monitor our strategies and looking at any revisions that may need to be addressed to ensure student success.

2.3: Available to parents and community in an understandable format and language

District Improvement plan is available through our website and is shared during our District Advisory Committee meetings.

Improvement plan is discussed quarterly at the District Advisory Committee meeting providing updates and requesting input from our campuses and community.

CISD works towards sharing and collaborating with parents and community through Parent Leadership meetings targeting district objectives and goals.

All information and flyers are provided in English and Spanish. Translators are available during meetings to ensure that all parents participate and engage with activities.

2.4: Opportunities for all children to meet State standards

Curriculum and Instruction department provides many opportunities for professional development and resources to all campuses to ensure high performance for academic achievement.

Monitor student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.

Work with all campuses to achieve state passing standards. We will continue to follow the district YAG and curriculum in all core subjects 6-12, and participate in all district and state assessments.

Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day, after school, or before school to enhance English and Spanish academic vocabulary necessary for all students to succeed in school. Priority for Services students will be served first. Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences by participating in the English and Spanish spelling be at the district level and at the national level.

(DAEP): Support secondary campuses, by enforcing daily attendance, and reaching out to our families to ensure students are present everyday.

2.5: Increased learning time and well-rounded education

District supports all campuses based on campus needs assessments that are aligned to districts and campuses missions.

Support campuses by providing financial assistance for student participation in regional and state events (registration fees for contests, travel costs for contests, subs, etc). Support campuses for Science and STEM Fairs and for the district Science Fair.

Provide opportunities for students to participate in authentic literacy by providing software that adapts to their reading level and challenges them to improve their vocabulary. Provide opportunities to participate in a Reader's Theater group reading authentic stories, novels and genres and provide opportunity to see play related to story at the University. Opportunity for students grades 4-8 to participate in the National Spanish Spelling BEE. This will expand their knowledge of words, word meaning and use of new words in complete sentences while reinforcing their literacy skills.

Professional development

Coordinate the District Wide Positive Behavior Interventions Support Initiative.Kids Excel

ELL students will be provided with opportunities to participate in events held at UTEP to promote character building skills.

Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day, after school, or before school to enhance English and Spanish academic vocabulary necessary for all students to succeed in school. Priority for Services students will be served first. Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences by participating in the English and Spanish spelling be at the district level and at the national level.

Academic Language Services (ALS) will promote parental involvement to improve communication with campuses, promote reading at home, increase knowledge of bilingual services and encourage higher education for their children. New initiative to improve communication and team building strategies to improve services for the bilingual students and among parents and campuses.

2.6: Address needs of all students, particularly at-risk

Professional development and support to all campuses are provided through communication and meetings held at the campus level.

Support campus initiatives by providing resources (materials, robots, labware, instructional materials, software and hardware, etc.) and professional development (registration fees, travel, airfare, subs) for campuses

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.

Support campus RTI process by providing heat maps, instructional resources, time, materials, etc. to support struggling students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Student Support Services takes lead in coordinating meetings at campus level and have utilized a Parent Leadership team to address parent and family engagement at the district level.

Meetings are held monthly with specific topics to address district needs. Parent and Family engagement policy are created at campus level and are distributed to all parents before the month of October.

Canutillo collaborate with parents and families to participate and engage in a wide variety ways and illustrate that all contributions are valuable.

Our focus and target are based on the following:

Developing a positive relationship with parents through effective partnerships and enhancing home school communication.

Building trust through continuous communication, listening to concerns, handling information confidentiality

foster a welcoming environment with positive and empowering messages and decor throughout the Lone Star Building and in the parent meeting rooms

Provide resources and support to campuses to increase parent and family engagement.

Being approachable is crucial

Creating positivity relationships through parent participation

3.2: Offer flexible number of parent involvement meetings

Parent Involvement meetings at a district level are offered in the morning and evening to ensure the opportunities for all parents to participate.

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.

(DAEP): Our campus will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.

Academic Language Services (ALS) will promote parental involvement to improve communication with campuses, promote reading at home, increase knowledge of bilingual services and encourage higher education for their children. New initiative to improve communication and team building strategies to improve services for the bilingual students and among parents and campuses.

Provide resources and support to campuses to increase parent and family engagement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dr. Monica Reyes	Director of Student Support Services	Student Support Services	.50
Elisa Pavia	Secretary to Director Student Support Se	Student Support Services	.50
Elvia Moreno	Program Compliance Director	Program Compliance/ Human Resources Dept	.60
Jesus Juarez	Prevention Specialist	Student Support Services	1
Marlene Zimmerman	Science Curriculum Coordinator	Curriculum & Instruction	1
Sandra Carrillo	Early Childhood Coordinator	Curriculum & Instruction	.75
Yarih Valverde Flores	Mathematics Curriculum Coordinator	Curriculum & Instruction	1

District Advisory Committee

Committee Role	Name	Position
Non-classroom Professional	Martin Arroyos	School Counselor
Non-classroom Professional	Sylvia Nunez	Librarian
Administrator	Jesica Arellano	Campus Principal
Classroom Teacher	Lilia Maldonado	Teacher
Classroom Teacher	Karen Brooks	SPED Teacher
Non-classroom Professional	Diane Ramirez	School Counselor
Classroom Teacher	Nancy Sherman	Teacher
Classroom Teacher	Diana Sanchez	Teacher
Paraprofessional	Ana Gomez	Library Aide
Classroom Teacher	Rita Paton	Teacher
Classroom Teacher	Estella Ramos	Teacher
Non-classroom Professional	Lauren Harrison	Librarian
Classroom Teacher	Raquel Watts	Teacher
Non-classroom Professional	Elsie Moore	Instructional Coach
Classroom Teacher	O'Keefe James	Teacher
Classroom Teacher	Catherine Tabor	Teacher
Parent	Cristina Salazar	Parent
Parent	Tisha Pappan	Parent
Parent	Ana Ortiz	Parent
Business Representative	Maryellen Wheatley	Business
District-level Professional	Tracy Andrews	Director
Classroom Teacher	Sarah Spencer	SPED Teacher

Committee Role	Name	Position
Paraprofessional	Veronica Martinez	LPAC Aide
Classroom Teacher	Maria Gonzalez	Teacher
Classroom Teacher	Monica Cereceres	Teacher
Classroom Teacher	Laura Schenk	Teacher of Advanced Academics
Classroom Teacher	Kellsey Graden	Teacher
Administrator	Maria Alarcon	Assistant Principal
Parent	Jennifer Predny	Parent-RES
District-level Professional	Marnie Rocha	Executive Director of C&I