Canutillo Independent School District

District Improvement Plan

2019-2020

Board Approval Date: September 24, 2019

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

Table of Contents

Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 1: How to increase communication for Emergency Operation Plan (EOP) purposes that is consistent with training for preventive, processes, procedures and discipline at campuses to ensure safety.

Root Cause 1: A need of consistency for (Emergency Operation Plan) EOP trainings, resources and communication to address process and procedures ensuring safety to all campuses.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Professional development must be focused on district and campus needs, which includes soft skills through innovative, effective instructional approaches and the social emotional aspect.

Root Cause 2: Must focus on trainings that are relevant to campus and district objectives. Follow up must take place, through instructional rounds, colllaboration or other means for effective learning and support

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Technology plan is out of date and needs to be updated which includes the time frame it takes to receive equipment from the day the district receives equipment.

Root Cause 3: Time is needed for teams to create and update all Technology plans following guidelines ensuring effective use of equipment and / or software. Analyze the WiFi infrastructure and address to support campuses.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Communication is crucial at District level to be informed on processes and programs to accurately communicate with our parents and campuses which includes instructional practices to meet student's needs.

Root Cause 4: Training and communication must take place to effectively communicate with our parents and engagement them in their child's life.

Problem Statement 4 Areas: School Processes & Programs

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.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Truancy for absences and accountability for students has been difficult to follow up.

Root Cause 6: Removal of Truancy officer has made it difficult for campuses to follow up, restructuring approach will be addressed.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Reading and Writing scores for all students particularly in Special Education and English Language Learners continues with a gap.

Root Cause 7: Lack of Differentiation instruction and professional development to ensure effective reading practices of instruction for Pre-k to 3rd grade and follow up with 3rd-12th. Need to follow a true co-teaching model for SPED pop.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Math and Science scores continue to remain the same percentage of growth

Root Cause 8: The number of At risk students are increasing where traditional strategies may not be successful for these students. Need for specific, consistent Math program.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Instructional classrooms are having difficulty with differentiating with the use of technology.

Root Cause 9: Professional development with follow through for support needs to be monitored.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Vertical alignment specifically to writing must be addressed in order to be aligned throughout the grade levels.

Root Cause 10: Need to target vertical alignment specifically since writing it is not being taught consistently in the non-tested grades.

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: Students are not reading at level by 3rd grade.

Root Cause 11: Shuffling of teachers, and training for teachers with accountability, rigor and acceleration with interventions needs to be in place and monitored

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Response to Intervention (RTI) processes and procedures needs to be clearly understood by all stakeholders.

Root Cause 12: Consistent professional development is needed to support all campuses..

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Our sub populations have increased and therefore parental awareness and support needs to increase

Root Cause 13: District needs to provide enough parent engagement opportunities.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Security personnel are to be more proactive in the prevention area to include: visibility throughout the day and different areas of the district.

Root Cause 14: Create a written action prevention plan, that is proactive, inclusive and educational.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Monitoring, incentive's and following up with attendance and tardiness is inconsistent with students and parents

Root Cause 15: Increase rewards /recognition's with clear actions by following up is critical to monitor attendance and tardiness

Problem Statement 15 Areas: Demographics

Problem Statement 16: District campaign should be effectively communicated with all stakeholders.

Root Cause 16: Need a long term plan and broad campaign launch- hitting the streets campaign.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Monitoring and following up with attendance and tardiness for CISD staff.

Root Cause 17: Lack of accountability to self-monitor and monitoring by immediate supervisors. Need recognition for staff perfect attendance.

Problem Statement 17 Areas: Demographics

Problem Statement 18: Student are being exposed to violence at an earlier age in their household based on the number of cases and referrals .

Root Cause 18: Need to branch out our violence prevention and life skills classes from K-2nd to provide family and student support.

Problem Statement 18 Areas: Demographics

Problem Statement 19: District to address K, 3, 4 grade acceleration through Summer School

Root Cause 19: Need to prioritize the use of supplemental funds.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: District needs to establish counselor expectations measured through check marks/ check point to ensure career counseling and social emotional learning.

Root Cause 20: Provide additional support through resources, curriculum and personnel.

Problem Statement 20 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- STEM/STEAM 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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

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

Performance Objective 1: By May of 2020, all campuses and district will receive Emergency Operation Planning (EOP) training covering all areas of emergency protocol, with an emphasis on reunification and prevention.

Summative Evaluation 1: EOP meetings agendas/training sessions/ sign in sheets

Summative Evaluation 1:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		CISD Chief of Police	Emergency Operations Training specific to each Campus.	0%	5%		
2) The CISD Police Deparment will provide all District Personnel with various preparedness checklists and other pertinent information to assist them in dealing with emergencies.		CISD Chief of Police	Better utilization of District's resources.	85%	90%		
Problem Statements: Demographics 2 - Perceptions 7							
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 19-20	45%	90%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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	80%	85%		

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: How to increase communication for Emergency Operation Plan (EOP) purposes that is consistent with training for preventive, processes, procedures and discipline at campuses to ensure safety. **Root Cause 2**: A need of consistency for (Emergency Operation Plan) EOP trainings, resources and communication to address process and procedures ensuring safety to all campuses.

Perceptions
Problem Statement 7: Security personnel are to be more proactive in the prevention area to include: visibility throughout the day and different areas of the district. **Root Cause 7**: Create a written action prevention plan, that is proactive, inclusive and educational.

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

Performance Objective 2: Throughout the year of 19-20, the district will create a baseline on the use of technology for prevention by taking a proactive role in updating the surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts.

Summative Evaluation 2: Lists of added cameras, alarm systems and any system that has been upgraded district wide.

Summative Evaluation 2:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	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 and additional alarm systems at various campuses.		Executive Director of Facilities CISD Chief of Police	Increased coverage of security cameras.	90%	95%		
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 upgrade existing security systems.		Executive Director of Facilities CISD Chief of Police	CISD PD will have a master plan for required upgrades.	50%	75%	100%	
3) 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.	2.6	DAEP Coordinator	Screening of criminal history or current infractions to ensure the safety of students and staff. Law enforcement entity forms	30%	60%		
4) Student Support Services: Coordinate and monitor the implementation of the Anonymous Alerts violence and drugs reporting system.		Prevention Specialist	Increase safety and security within all our campuses	25%	50%		
100% = Accomplished ➡ = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective 3: By May of 2020, the district will create and design traffic control procedures to educate, enforce and evaluate so all campuses ensure student safety.

Summative Evaluation 3: Procedures handbook for traffic control, training's, sign in sheets

Summative Evaluation 3:
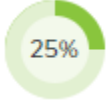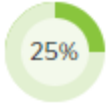
Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) District will collaborate with campuses to review flow of traffic and provide support		Chief of Police	To ensure safety of our students	35%	35%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

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

Performance Objective 4: By May of 2020, the district will create and develop a plan to promote a positive culture through training in character building & collaboration for all employees utilizing Positive Behavior Intervention Support (PBIS) and other instruments to measure culture ensuring safety for all students.

Summative Evaluation 4: surveys, agendas, sign-in

Summative Evaluation 4:

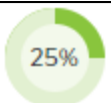| Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All campuses will implement Positive Behavior Interventions Support with fidelity.	2.4, 2.5, 2.6	School Principal Assistant Principal PBIS Campus Coach Prevention Specialist	T-PESS 4A through 4E: Implementing PBIS with fidelity will assure compliance with all T-PESS expectations on Standard number 4A through 4E - School Culture. -	25%	50%		
2) Prevention Specialist will provide quarterly student discipline reports to PBIS campus teams to monitor student behavior and school climate.	2.6	Prevention Specialist	T-PESS 4E: PBIS campus teams will have timely informational data on their campus' student discipline incidents to analyze, look for best practices and implement an action plan to assist students conform to the campus expectations.	25%	50%		
3) PBIS Campus Teams will meet at least once a month to analyze student discipline data, select a problem area, look for best practices and create an action plan to be presented to all campus staff and other major stake holders to improve school culture.	2.6	School Principal Assistant Principal PBIS Campus Coach Prevention Specialist	T-PESS 4E: PBIS teams meeting on a regular basis(minimum of once a month) to monitor school student discipline will promote timely interventions for students' miss-behaviors and other situations affecting school culture.	25%	50%		
4) PBIS campus teams will assess school's climate through surveying students, teachers and parents at least twice a year (beginning and ending of school year).	2.5, 2.6	School Principal Assistant Principal Teacher Campus Coach Prevention Specialist	T-PESS 4B: By obtaining timely information on school culture the PBIS team can look for research based strategies to address areas of concern related to student, teacher and parents' perceptions on school climate.	25%	50%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
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5) PBIS campus coaches will regularly educate all campus stake holders on creating the PBIS school wide framework, discipline data, school climate, and new initiatives targeting campus problem areas.	2.5, 2.6, 3.2	School Principal Assistant Principal PBIS Teacher Campus Coach Prevention Specialist	T-PESS 4D: All campus stake holders will understand PBIS campus' initiatives, including: reasons based on data, research based practices to be implemented, their role on the implementation process and evaluation of the initiatives promoting staff ownership and participation on the selected action plan.	25%	50%		
6) The campus administrator will state frequent and public support for the campus PBIS team through regular communication with staff, students, families, and community (e.g., In service days, conversations, letters, newsletters, website).	2.6, 3.2	Campus administrator Assistant Principal PBIS Campus Coach Prevention Specialist	T_PESS 4A: All stakeholders will understand the importance of creating a school wide PBIS framework that will promote a positive, proactive and instructional school culture where students can attain emotional and academic success.	15%	35%		
7) 5th Grade PBIS substance abuse, violence and truancy prevention classes.	2.6	Prevention Specialist	All 5th grade students will be introduced to consequences related to drug use, violence and truancy, including handouts were parents have to discuss these topics with their children and write a summary on their conversation. Research states these prevention programs significantly reduce the use of drugs and violence in students.	25%	60%		
8) 7th Grade PBIS substance abuse, violence and truancy prevention classes.	2.6	Prevention Specialist	All 7th grade students will be educated on the consequences related to drug use, violence and truancy including homework were parents have to discuss these topics with their children and write a summary about their conversation. Research states these prevention programs significantly reduce the use of drugs and violence in students.	25%	75%		
9) 9th Grade PBIS substance abuse, violence and truancy prevention classes.	2.6	Prevention Specialist	All 9th grade students will be educated on the consequences related to drug use, violence and truancy including homework were they have to write a summary about their understanding on the topic. Research states these prevention programs significantly reduce the use of drugs and violence in students.	25%	75%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2020, students in grade levels 3-10 will improve reading master level by 2%.

Summative Evaluation 1: State Assessments results

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Strategy 1) C&I: Support the district initiatives through professional development, ongoing technical assistance from Curriculum Coordinators and ICs, data dig meetings, quarterly PLCs, etc.		Executive Director of Curriculum and Instruction	Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.	60%	85%	100%	
Strategy **TEA Priorities** Build a foundation of reading and math 2) C&I/SPED/ALS: Will provide instructional software and resources (copies, supplies, books, equipment, etc.) subs, to schools and students that support core content by increasing performance. i.e. Istation, TEKS Resource System, Eduphoria Renaissance, etc.	2.4, 2.6	Executive Director of Curriculum and Instruction Administrative Assistant for Curriculum and Instruction	Progress monitoring for Students to meet achievement goals.	60%	85%		
Funding Sources: 225-IDEA-Part B Preschool - 4000.00							
Strategy **TEA Priorities** Recruit, support, retain teachers and principals 3) C&I: Support ongoing curriculum development with horizontal and vertical district PLCs and summer curriculum writing.	2.4	Executive Director of Curriculum and Instruction Curriculum Coordinators	Ensure curriculum is written, taught, and tested.	60%	85%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
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4) Student Support Service: Provide tutoring, materials, supplies and equipment for students to achieve educational goals (i.e., calculators/laptops)	2.6	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 . Students in The Opportunity Academy (TOA) will receive support services as needed in the classroom.	45%	60%		
Funding Sources: 185-State Compensatory Education - 0.00							
5) Student Support: Pregnant students will be provided supplemental services and Compensatory Home Education Instruction (CEHI).	2.6	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.	45%	60%		
Funding Sources: 185-State Compensatory Education - 0.00							
6) 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	2.6	DAEP Coordinator	Engage students in books that are meaningful and relevant to their personal interests. Address educational gaps to increase student achievement.	75%	90%		
7) Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day and after 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. Participation in the Reader's Theater for all English learners to promote literacy.	2.4, 2.5, 3.2	Migrant Coordinator ALS Director	Closing the gap Participation in campus, district, local and national level competition on Spelling Bee and Reader's Theater	45%	85%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
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8) Migrant Education: Technology equipment will be purchased for the appropriate and effective implementation of the local Migrant Education Program Provide training and support to migrant student on the use of academic tools and sources to increase Reading and Math; use of ipads, lending laptops, graphing calculators, reading and math manipulative	2.4, 2.5	Migrant Coordinator Migrant Assistants	Increasing students scores	35%	60%		
9) Migrant Education: Resources and materials will be provided for appropriate and effective implementation of the local Migrant Education Program		Migrant Coordinator	Support students with resources and tools	35%	55%		
10) 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	Increase Stakeholder support.	20%	85%		
11) 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.	20%	85%		
Strategy 12) C&I: Horizontally align early childhood grades with common benchmarks, assessments, and resources.		Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator	Guarantee the continuity of state curriculum is written, taught, and tested.	10%	85%		
Strategy 13) 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.	55%	85%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
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14) 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.	20%	85%		
15) Coordinate/ provide supplemental Reading instruction to migrant students based on dis aggregated results of formal/informal assessments (e.g., coordinate with community resources, school resources, supplemental resources).	2.4	Migrant Department	Academic Progress monitoring Increase reading scores	35%	65%		
Strategy 16) Provide opportunities for students to participate in authentic literacy by providing software that adapts to their reading level . Participate in a Reader's Theater group reading authentic stories, novels and genres to see play related story at the University. Students grades 4-8 to participate in the National Spanish Spelling BEE. Newcomer students to participate in the summer newcomer program using interactive thematic units in the morning and summer campus at UTEP.	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. To improve literacy to newcomers and kinder students. Increase student participation.	75%	85%		
Strategy 17) 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 to both teachers and administrators.		ALS Director	Increase teacher's pedagogy	65%	85%		
18) Program Compliance-Will review and collaborate with campuses to target their school-wide 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 2020	25%	60%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
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19) Program Compliance: 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	2.6	Program Compliance Director	To ensure continuous improvement for all campuses	90%	90%		
Problem Statements: Student Academic Achievement 2							
TEA Priorities Build a foundation of reading and math 20) Program Compliance: Will coordinate and plan with Intervention Specialist to draft a SCE handbook and prepare "At Risk" training to all campuses.	2.6	Program Compliance Director	All campuses are updated with process and procedures to ensure student success	90%	100%	100%	

100% = Accomplished		= Continue/Modify	0% = No Progress	= Discontinue

Performance Objective 1 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. Need for specific, consistent Math program.
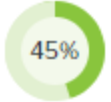
Goal 2: Increase Student Academic Achievement
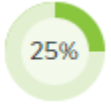
Performance Objective 2: By June 2020, 4th and 7th grade students will improve writing master level by 2%.

Summative Evaluation 2: STARR results
Writing (4-7)

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) C&I:Purchase and Implement Springboard curriculum to supplement TEKS Resource System to provide more rigorous coursework.		Executive Director of C&I Advanced Academics Curriculum Coordinator	Increase students meeting the "Masters" level on STAAR/EOC	30%	85%		
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.		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	60%	85%		
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.	45%	85%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
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				Nov	Jan	Mar	June
Strategy 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.	55%	85%		
Strategy 5) C&I and SPED: 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.	40%	85%		
Funding Sources: 185-State Compensatory Education - 2900.00							
Strategy 6) C&I: Support campuses with RTI training's that deal with intervention strategies, teacher/coaching model, and monitoring. Provide instructional resources focused on getting student back on grade level for the next year to include summer school and summer school materials. Providing support with personnel focused on At-Risk students.	2.6	Curriculum and Instruction Depart	To increase best practices for instruction utilizing resources effectively for success.	25%	55%		
Strategy 7) 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 students in reading by implementing the Reader's Theater where students read play and go to UTEP to see performance. 3. Provide support to CHS, CMS 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.	2.6	ALS Director	Improve reading skills and reading scores on state exam.	70%	85%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) 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.	2.5	Exec. Director of Curriculum and Instruction Curriculum Coordinators C&I Admin Assistance	Increased district participation	10%	80%		

100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2020, students in grade levels 3-9 will improve math and algebra master level by 2%.

Summative Evaluation 3: STAAR results and common assessments

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) C&I:ALS/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.	2.4, 2.5, 2.6	Exec. Director of Curriculum and Instruction Curriculum Coordinators C&I Admin Assistance	Increase student performance	20%	80%		
2) Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. Coordinate/provide summer supplemental services in to migrant students who are performing below grade level.	2.4	Migrant Assistants Migrant Coordinator	increase student performance Provide and improve math skills scores on state exam.	20%	25%		
3) Coordinate/ provide supplemental mathematics instruction to migrant students based on disaggregated results of formal/informal assessments. Provide training and support to migrant students on the use of academic tools and resources	2.4, 2.5	Migrant Coordinator Migrant Assistants	increase student performance	35%	50%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2020, seniors will be graduating College, Career, and Military Ready increasing the component score from 63 to 67.

  Summative Evaluation 4: Lists/Numbers of certifications received.

  Summative Evaluation 4:

  Targeted or ESF High Priority

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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%. CTE: Will provide necessary equipment, supplies and materials to all CTE classrooms to assist in the improvement, expansion and quality of CTE programs. CTE: Will provide opportunities for CTE teachers to attend professional development	2.5	CTE Director/CTE Coordinator	increase industry-based certifications earned, increased enrollment #s in CTE programs and CTE completers/concentrators, travel packets (teachers)	45%	85%		
Strategy 2) CTE: Will provide staff development for CTE Teachers that addresses best instructional strategies for Special Education and ELL students. Provide training on the integration of ELPS into daily activities and support to monitor progress of ELS.	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	45%	55%		
3) CTE: Provide current and updated CTE program information, House Bill 5 Endorsements, and showcase CTE student participation to parents and community through digital, interactive monitors.	2.5	CTE Director	Central Office Interactive Monitors, CTE Website, Counseling website	60%	85%		
4) - Coordinate/ provide migrant student graduation support and advocacy	2.5	MIGRANT ASSISTANTS Migrant COORDINATOR	Increase on time for graduation for our migrant students.	40%	60%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Migrant Education: UT Austin Credit by Exam for high school credit accrual and recovery will be available to all 8-12 migrant students with coordination with academic counselor. Coordinate with high school counselors to provide support services to students 9-12 Provide transportation to and from any migrant education events.	2.5	MIGRANT ASSISTANTS Migrant COORDINATOR	support all migrant students to ensure opportunities for success.	45%	60%		

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2020, CISD will gain expertise using Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) to provide professional development to increase teachers' pedagogy in the areas of investigations, open-ended inquiry and authentic, real world problems.

Summative Evaluation 5: TTESS & SLO's report in Eduphoria, Lists of Professional Development.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) HR- District SLO teams will be trained when requested at the beginning of the year to present at their campus on the steps of creating SLO's		HR- Program Director/ C & I Executive Director	Understand the purpose of Student Learning Objectives to support teacher growth.	75%	80%		
2) HR- District will provide training's to all new teachers on the Texas Teacher Evaluation Support System (TTESS) and embed process with the Student Learning Objectives (SLO's)		Chief of Human Resources / Program Compliance Director	To provide teachers the resources and understanding of the Texas Teacher Evaluation Support System	80%	90%		
3) HR- Support will be provided to campuses so teachers can navigate through the new STRIVE program for their TTESS and SLO requirements.		Human Resources/ Program Compliance Director	Teachers will be familiar on navigating through the STRIVE system in Eduphoria	65%	85%		
4) HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.		Human Resources/ Program Compliance Director	To increase teacher attendance rate ensuring growth on student performance.	55%	85%		
5) 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.		Executive Director of Curriculum and Instruction Early Childhood/New Teacher Coordinator	Increase quality of new classroom teachers and increase retainment. PD Calendar, Mentor Agendas	60%	85%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Strategy 6) ALS will provide professional development opportunities to aides, tutors, teachers and administrators within the district, locally and with state and national conferences.	2.5, 2.6, 3.2	ALS Director	Increase consistency and fidelity to bilingual services.	65%	80%		
TEA Priorities Recruit, support, retain teachers and principals 7) C&I:Provide professional development for Assistant Principals and aspiring lead teachers and campus or central office administrators.		Executive Director of Curriculum &Instruction	Increase efficacy and capacity of teachers and administrators to effectively lead campuses in achieving student outcome goals.	65%	85%		

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By May 2020, CISD will provide professional development for all district employees on teaching and learning, using technology, social emotional skills and customer service towards CISD students.

    Summative Evaluation 6: Lists of professional development, sign in sheets, agendas

    Summative Evaluation 6:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate/ provide professional development for MEP staff who provide needs-based supplemental reading and math instruction to migrant students. -Migrant coordinator and paraprofessionals will attend migrant conference/staff development.		Migrant Department	Stay current on Migrant Program guidelines and to better meet the specific needs of migrant students. Conference and professional development agendas. Surveys	50%	60%		
2) 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	-Decrease behavioral warnings -Increase student grades -Increase attendance	75%	75%		
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: By May 2020, the Academic Division will focus on streamlining processes in data management and Public Education Information Management System (PEIMS) to work 10% more efficiently from baseline.

Summative Evaluation 7: Process and Procedures in place, Lists of targeted areas to streamline.

Summative Evaluation 7:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) 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.	60%	85%		

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

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

Performance Objective 1: By June 2020, all campuses will provide a safe, positive and secure environment indicated by maintaining or increasing 1% in the Positive Behavior Interventions and Supports (PBIS) Tiered Fidelity Inventory assessment instrument.

   Summative Evaluation 1: PBIS reports

   Summative Evaluation 1:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student Support Services: Coordinate the District Wide Positive Behavior Interventions Support Initiative.	2.5, 2.6	Prevention Specialist	To provide a positive culture and effective intervention to support system for students reducing office referrals and increasing instructional time.	25%	50%		
2) Student Support Services: Provide support and serve as liaison between Region IXX the District Leadership Team and the Campus PBIS Coaches.	2.6	Prevention Specialist	To maintain communication at various levels and ensure that all stakeholders have the same message and receive the necessary support in the implementation of PBIS.	35%	60%		
3) Student Support Services: Provide training to Campus PBIS Coaches on generating and utilizing students' discipline data as required.	2.6	Prevention Specialist	to analyze, look for best practices and implement an action plan to assist students conform to the campus expectations.	25%	50%		
4) Student Support Services: Provide feedback to campuses, utilizing the PBIS Tiered Fidelity Inventory, on their PBIS implementation status at the end of the school year.	2.5	Prevention Specialist	Collaborate and share results with district and all campuses to review outcomes, share experiences and create action plans to increase campus PBIS implementation fidelity.	25%	50%		
5) 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.	2.6	Prevention Specialist	to analyze, look for best practices and implement an action plan to assist students conform to the campus expectations.	25%	50%		
6) Monitor Student Discipline Through DAEP Placements, In and Out of School Suspensions.	2.6	Prevention Specialist	Increase instructional time.	25%	50%		
7) Student Support Services: Will provide training on Positive Behavior Interventions Support to bus drivers and bus monitors.	2.6	Prevention Specialist	Create a positive and safe bus culture for all students and drivers.	50%	50%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Student Support Services: Coordinate the implementation of the "No Place for Hate" initiative at all campuses.	2.6	Prevention Specialist	Improve and promote tolerance, acceptance, cordiality and respect at all campuses.	25%	50%		
9) 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.	2.6	Prevention Specialist	Reduce and efficiently resolve incidences.	25%	50%		
10) Student Support Services: Implement PBIS substance abuse, violence and truancy prevention presentations to educate 5th, 7th & 9th grade students.	2.6	Prevention Specialist	All 7th and 9th grade students will be introduced to consequences related to drug use, violence and truancy, including handouts were parents have to discuss these topics with their children and write a summary on their conversation. Research states these prevention programs significantly reduce the use of drugs and violence in students.	25%	50%		
11) Student Support Services: Coordinate the implementation of the student safety patrol program in elementary schools.	2.6	Prevention Specialist, School Counselors.	Promote a safe and positive school culture.	25%	50%		
12) Participate in the local "Do the Write Thing" violence prevention contest for middle school students.	2.4, 2.6	Prevention Specialist Assistant Principals Teachers	Students will have the opportunity to voice their personal experiences with violence, attend a national conference (if selected) and represent our district's efforts to provide a positive and safe environment conducive to learning, academic success and the social emotional well being of our students.	50%	75%		
13) Student Support Services: Coordinate the implementation of PBIS Tier II and III interventions for DAEP.	2.6	Prevention Specialist, DAEP Coordinator, DAEP Counselor.	Increase instructional time by providing students the necessary assistance for students to be successful in different social settings.	25%	50%		
14) 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,	50%	75%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 2: By June 2020, CISD will increase student attendance rate from 96% to 98%.

Summative Evaluation 2: Attendance reports

Summative Evaluation 2:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student Support Services: will educate students and parents on grades Pre K, 5th, 7th and 9th on the Texas Attendance Law.		Prevention Specialist	Increase awareness on the consequences of not attending school. Students will be educated the Texas Attendance Law including handouts were parents have to discuss this topic with their children and write a summary on their conversation.	10%	60%		
2) Student Support: Provide ongoing parenting classes to improve attendance, students' behaviors and academic success.	2.6	Prevention Specialist	Increase parental educational strategies to assist with students' emotional and physiological needs.	25%	50%		
3) 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.	2.6	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.	45%	60%		
Funding Sources: 185-State Compensatory Education - 0.00							
4) 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.	2.6	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.	45%	65%		
Funding Sources: 185-State Compensatory Education - 0.00							
5) Student Support Services: Provide transportation for all pregnant, teen parents and their children to daycare and school as needed	2.6	At Risk Case Manager	Transportation will be provided for the student, the student &child(ren), or both as needed to school, child care facility, community service agencies, health services, etc. so the student can remain in school.	45%	65%		
Funding Sources: 185-State Compensatory Education - 0.00							

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Student Support Service:Provide healthy snacks and drinks to pregnant students as needed while on campus to ensure academic success	2.6	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.	45%	65%		
Funding Sources: 199-Local Funds - 0.00							
7) Student Support Service: Equipment and furniture will be provided for staff working with pregnant and teen parents.	2.6	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.	45%	65%		
Funding Sources: 185-State Compensatory Education - 0.00							
8) Student Support Services: Will extend The Opportunity Academy hours to coincide with high school credit recovery to include summer session.	2.6	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.	45%	65%		
Funding Sources: 185-State Compensatory Education - 0.00							
9) 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)	50%	75%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 3: By June of 2020, 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.

Summative Evaluation 3: Campus lists of field trips and events occurring throughout the year.

Summative Evaluation 3:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student Support Services: Coordinate and supervise the implementation of the mother daughter/father son program.	2.6	At Risk Case Manager	Raise expectation of students and parents that encourages and prepares them to attend college.	45%	60%		
Funding Sources: 199-Local Funds - 0.00							
2) Student Support Services: Provide Pregnant and Teen Parent parent education and pre-natal care trainings.	2.6	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.	45%	60%		
Funding Sources: 185-State Compensatory Education - 0.00							
3) CTE: Increase the number of work-based learning experiences, internships, and/or apprenticeships in all CTE programs through an effective, active CTE Advisory Board	2.4, 2.5, 3.2	CTE Director, CTE coordinator, CTE Teachers	Increase student participation in WBL & increased number of partnering organizations offering WBL opportunities, internships/apprenticeships	35%	60%		
4) CTE: Will provide opportunities for students to attend competitive and leadership events and field trip opportunities that enhance classroom instruction and social skill development.	2.5	CTE Director, CTE Teachers	Travel Requests, Competitive Event Results, Lesson Plans, CTSO Rosters and membership forms (leadership roles listed)	10%	35%		
5) 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. Every week 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. -	50%	75%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) 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	2.4, 2.5, 2.6, 3.1	CSH Facilitator	Increase students self confidence	25%	60%		
Funding Sources: 199-Local Funds - 0.00							
7) A retreat/workshop for migrant middle school students will be conducted. Priority for services will be served first.		Migrant Department	Develop student ability to seek and secure timely attention and appropriate interventions regarding academic and nonacademic issues they may face.	65%	100%		
8) Migrant students will participate in migrant specific events such as graduation summit, graphing workshop, University Tour When necessary, students will be provided with school uniforms and graduation cap & gowns. Priority for Services Students will be served first		Migrant Department	Students are provided opportunities to attend leadership events and field trips that boost classroom instruction and social skill development. Travel request forms Agendas Surveys contact logs	35%	35%		
Strategy 9) ELL students will be provided with opportunities to participate in events held at UTEP to promote character building skills.	2.4, 2.5, 2.6	ALS Director, Migrant Coordinator	Expose students to an institution of higher education and cultural events promoting college readings and enhancing behavioral management.	50%	100%		
10) Student Support Services/Social Worker: Provide instructional supplies, pamphlets, books, resources, and materials for the Family Resource Center at the Lone Star Building.		District Social Worker	Families are supported when in need.	10%	65%	100%	
11) Student Support Services: Provide opportunities for Military connections with Fort Bliss		Student Support Services Director	Families are supported.	25%	30%		

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from Pre-Kindergarten-12.
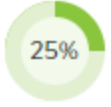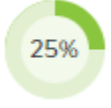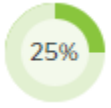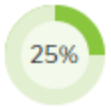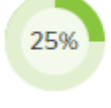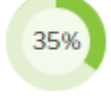
Performance Objective 4: By June of 2020, CISD will provide professional development opportunities to support classroom teachers that focus on building relationships and effective classroom management strategies to include a bully prevention framework.

Summative Evaluation 4: Lists of professional development / sign in sheets/ agendas

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	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/	Employees to be fully informed on their rights and responsibilities.	55%	90%		
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.	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	50%	75%		
3) Student Support Services: Provide 6 weeks discipline reports (TEAMS) to monitor bullying, DAEP placements, in-school and out of school suspensions.		Prevention Specialist		25%	50%		
4) Student Support Services: Provide bullying prevention education to 5th, 7th and 9th grade students.		Prevention Specialist		25%	65%		
5) Student Support Services: Coordinate/Supervise community agencies to provide Substance Abuse and Violence Prevention Presentations/Programs.		Prevention Specialist		25%	55%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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	25%	50%		
7) Student Support Services: Provide substance abuse and violence prevention educational materials and information to parents, students and staff.		Prevention Specialist		25%	50%		
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		25%	50%		
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		20%	50%		
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		25%	40%		
Funding Sources: 199-Local Funds - 0.00							
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		25%	50%		
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		25%	35%		
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		35%	40%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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		35%	40%		
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		40%	50%		
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		60%	75%		
17) Student Support: Provide UDCA training (according to HB 984 for school employees)	2.5, 2.6	Student Support Division, CSH Facilitator		20%	50%		
18) 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.	2.4, 2.5, 2.6	District Social Worker	Purchase Orders, Training Certificates, Sign-in Sheets	10%	40%		
	Funding Sources: 185-State Compensatory Education - 0.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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

Performance Objective 1: By June 2020, CISD will develop three collaborative ways for families to participate in setting student goals, planning for post-secondary education and careers.

    Summative Evaluation 1: flyers/ agendas/ sign in sheets

    Summative Evaluation 1:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.5, 3.1	CTE Director, Middle and High School Principals and Counselors, Academy Teams	Academy blueprints, visible marketing campaigns, academy declarations on 4yr plans	35%	40%		
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.	2.4, 2.5	Director of Student Support Services CTE Director Lead Counselor	District has a developed standardized procedure, family events, family projects to engage parents .	35%	50%		
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	2.5, 2.6, 3.1	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.	25%	50%		
4) 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.	15%	30%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

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

Performance Objective 2: By May 2020, CISD will provide district-wide professional development, on customer service and how to engage parents as partners in their children's learning.

      Summative Evaluation 2: Agendas/ Number of participants/ sign in sheets

      Summative Evaluation 2:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.4, 2.5, 2.6, 3.2	DAEP Coordinator DAEP Counselor	Build a positive school connection with parents by increasing the number of contacts between the families and teachers. -Intakes -Counselor meetings -Morning breakfast/coffee -Monthly DAEP Newsletter Trainings offered through: -Aliviane- Adrian Tovar -Prevention Specialist- Jesus Juarez	0%	35%		
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.	3.1, 3.2	Director of Student Support Services, parent liaisons	Director and Parent liaisons are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning.	50%	70%		
3) Student Support Services: Director of SSS and Staff will attend training to address strategies and compliance on all programs assigned to the Student Support Services Department.	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.	50%	70%		
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.	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.	50%	70%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Student Support Services: Will provide professional development to Family Literacy Program staff to comply with Texas Workforce Commission (TWC) requirements.	2.5	Family Literacy Coordinator	Improve teaching strategies and learning environment.	50%	50%		
6) Student Support Services: Recruit district parents and community members to attend Adult Literacy classes.		Family Literacy Coordinator	To increase participation numbers and provide opportunities for the CISD community.	50%	50%		
7) Student Support Services: Provide ESL and GED classes in the evening.		Family Literacy Coordinator	To satisfy parents and community members' adult literacy needs and increase parental involvement.	75%	80%		
8) 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.	70%	70%		
9) 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.	40%	70%		
10) 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	30%	50%		
11) SHAC members will receive materials and training's (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	30%	50%		
12) 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	50%	75%		
13) Migrant Education: Registration fees for parents to attend local conferences and parenting sessions. Hygiene bags will be available for parents in need.		Migrant Coordinator	To better serve the needs of our migrant parents and ensure parents are kept up do date. Attendance Sheets, Purchase Orders, evaluation sheets	50%	75%		

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) 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.		District Social Worker	Sign-in sheets, presentation handouts	20%	30%		
15) 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.		District Social Worker	Families are being supported	10%	30%		
16) 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	50%	65%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

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

Performance Objective 3: By May 2020, CISD will increase district and campus parent engagement and parent leadership through active participation in decision making (e.g. Language Proficiency Assessment Committee (LPAC), Campus Improvement Committee (CIC), Parent advisory groups, Positive Behavior Interventions and Support Committee (PBIS) , etc...).

    Summative Evaluation 3: committee members lists, meetings, agendas, sign in sheets.

    Summative Evaluation 3:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			Summative
				Formative			
				Nov	Jan	Mar	June
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	50%	75%		

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

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

Performance Objective 4: By May 2020, CISD will expand parent engagement opportunities through monthly parental classes and trainings linked to learning.

Summative Evaluation 4: Agendas, sign in sheets, utilized resources.

Summative Evaluation 4:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide migrant parents with training/ resources on reading and math strategies; development-appropriate school readiness resources and strategies; graduation requirements and college/ career opportunities,	2.5	Migrant Coordinator Migrant Assitants	Increase parental involvement both in our Migrant Parental Advisory Council (PAC) Meetings and in their kids schools Parental Advisory Council PAC Meeting agendas Contact logs Surveys	50%	85%		

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

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

Performance Objective 1: By May 2020, 100% of all campuses and departments will receive professional development to maintain individual websites with current and relevant information for all internal and external CISD stakeholders.

Summative Evaluation 1: Training sessions, sign in sheets, Agendas

Summative Evaluation 1:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Student Support Services: Provide Pregnancy, Education and Parenting (PEP) program information and helpful links on district website and information pamphlet.	2.6	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.	30%	50%		
Funding Sources: 185-State Compensatory Education - 0.00							
2) (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.	2.5	Public Information Officer	Increased viewership. Additional publications and growth in our social media channels.	100%	100%	100%	
3) (PIO) A web manager is assigned from all campuses, PIO will review processes and procedures through training on updating new information on campus websites. Campus will be responsible to update new information on a regular basis.		PIO and campus Web managers	All campuses and district website will be updated continuously for all viewers.	90%	100%	100%	
4) (PIO)Campuses will communicate with PIO to work on any banners that campuses may requests to support a positive & promotional banner.		PIO	To showcase the great work that all campuses are doing through advertisement.	95%	100%	100%	
5) (PIO) Campuses will be utilizing a calendar events that will be advertised to the community and specific shareholders to encourage participation in all events.	2.5	PIO & Administrators	To share all campus events with community and encourage participation in all occasions.	95%	100%	100%	

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

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

Performance Objective 2: By May 2020, CISD will reduce the administration ratio from 10.62 to 10.50, communicating to stakeholders the support administration provides to campuses.

Summative Evaluation 2: Reports, Sign in sheets, agendas

Summative Evaluation 2:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	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.	65%	80%		
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.	50%	80%		
3) 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.	45%	70%		
4) 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.	50%	75%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

Performance Objective 3: By May 2020, CISD will design a promotional campaign to highlight the district educational programs and campus achievements.

    Summative Evaluation 3: Website, sign in sheets for meetings, agendas.

    Summative Evaluation 3:

Strategy Description	TITLE I	Staff Responsible	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) (PIO) Canutillo will brand and celebrate the 60th Anniversary by showcasing all campuses and district accomplishments. (ex: Back to back A's, and highlighting student accomplishments)		PIO	Continue to expand Canutillo pride to all students, staff community and businesses.	90%	100%	100%	
2) (PIO) District and campuses will campaign and celebrate through marketing using various avenues (e.g. brochures, website, flyers, envision, press release, partnerships, video etc...) and showcasing successful programs that are available in the district.		PIO-	To increase student enrollment in all campuses and increase community partnership with CISD.	90%	100%	100%	
3) (PIO) Create and develop a pro campaign and rapport for our community and businesses through events like our community night out.		(PIO)	Increase community and business involvement with CISD, building a positive relationship.	100%	100%	100%	
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6112.00.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,250.00
185.11.6112.13.918.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$500.00
185.11.6112.13.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$750.00
185.11.6112.32.920.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$200.00
185.11.6112.96.916.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$3,000.00
185.11.6117.05.912.30	6117 Career Ladder - Locally Defined	$31,720.00
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	$200.00
185.11.6117.40.699.30	6117 Career Ladder - Locally Defined	$186,682.00
185.11.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	$335,494.00
185.11.6119.32.920.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$54,950.00
185.13.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$45,745.00
185.21.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$24,632.00
185.31.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	$60,138.00
185.32.6119.00.920.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	$63,732.00
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	$39,053.00

Account Code	Account Title	Budget
185.11.6141.32.920.30	6141 Social Security/Medicare	$797.00
185.11.6141.40.699.30	6141 Social Security/Medicare	$2,794.00
185.11.6141.96.916.30	6141 Social Security/Medicare	$30.00
185.13.6141.00.916.24	6141 Social Security/Medicare	$663.00
185.21.6141.00.916.24	6141 Social Security/Medicare	$357.00
185.31.6141.00.923.28	6141 Social Security/Medicare	$872.00
185.32.6141.00.920.24	6141 Social Security/Medicare	$924.00
185.11.6141.00.923.28	6141 Social Security/Medicare	$5,431.00
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	$44.00
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	$4,867.00
185.21.6142.00.916.24	6142 Group Health and Life Insurance	$2,620.00
185.31.6142.00.923.28	6142 Group Health and Life Insurance	$7,487.00
185.32.6142.00.920.24	6142 Group Health and Life Insurance	$7,487.00
185.11.6143.13.918.28	6143 Workers' Compensation	$5.00
185.11.6143.13.923.28	6143 Workers' Compensation	$19.00
185.11.6143.32.920.30	6143 Workers' Compensation	$258.00
185.11.6143.40.699.30	6143 Workers' Compensation	$10.00
185.11.6143.96.916.30	6143 Workers' Compensation	$15.00
185.13.6143.00.916.24	6143 Workers' Compensation	$215.00
185.21.6143.00.916.24	6143 Workers' Compensation	$116.00
185.31.6143.00.923.28	6143 Workers' Compensation	$283.00

Account Code	Account Title	Budget
185.32.6143.00.920.24	6143 Workers' Compensation	$300.00
185.11.6143.00.923.28	6143 Workers' Compensation	$1,760.00
185.11.6143.05.923.28	6143 Workers' Compensation	$9.00
185.11.6143.08.918.28	6143 Workers' Compensation	$10.00
185.11.6145.00.923.28	6145 Unemployment Compensation	$343.00
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	$2.00
185.11.6145.32.920.30	6145 Unemployment Compensation	$50.00
185.11.6145.40.699.30	6145 Unemployment Compensation	$177.00
185.11.6145.96.916.30	6145 Unemployment Compensation	$2.00
185.13.6145.00.916.24	6145 Unemployment Compensation	$42.00
185.21.6145.00.916.24	6145 Unemployment Compensation	$23.00
185.31.6145.00.923.28	6145 Unemployment Compensation	$55.00
185.32.6145.00.920.24	6145 Unemployment Compensation	$58.00
185.32.6146.00.920.24	6146 Teacher Retirement/TRS Care	$1,938.00
185.11.6146.00.923.28	6146 Teacher Retirement/TRS Care	$6,847.00
185.11.6146.05.923.28	6146 Teacher Retirement/TRS Care	$9.00
185.11.6146.32.920.30	6146 Teacher Retirement/TRS Care	$555.00
185.11.6146.40.699.30	6146 Teacher Retirement/TRS Care	$1,446.00
185.13.6146.00.916.24	6146 Teacher Retirement/TRS Care	$343.00
185.21.6146.00.916.24	6146 Teacher Retirement/TRS Care	$185.00
185.31.6146.00.923.28	6146 Teacher Retirement/TRS Care	$1,670.00
185.11.6149.05.923.28	6149 Employee Benefits	$23.00
185.11.6149.32.920.30	6149 Employee Benefits	$793.00

Account Code	Account Title	Budget
185.11.6149.40.699.30	6149 Employee Benefits	$2,891.00
185.13.6149.00.916.24	6149 Employee Benefits	$686.00
185.21.6149.00.916.24	6149 Employee Benefits	$369.00
185.31.6149.00.923.28	6149 Employee Benefits	$633.00
185.32.6149.00.920.24	6149 Employee Benefits	$634.00
185.11.6149.00.923.28	6149 Employee Benefits	$4,728.00
	6100 Subtotal:	**$985,874.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
185.11.6269.00.912.24	6269 Rentals - Operating Leases	$500.00
185.13.6269.00.923.28	6269 Rentals - Operating Leases	$2,543.00
185.21.6269.00.912.24	6269 Rentals - Operating Leases	$500.00
185.11.6299.00.916.30	6299 Miscellaneous Contracted Services	$45,000.00
	6200 Subtotal:	**$48,543.00**

6300 Supplies and Services

Account Code	Account Title	Budget
185.11.6329.00.923.28	6329 Reading Materials	$800.00
185.11.6329.32.920.30	6329 Reading Materials	$500.00
185.11.6329.35.918.30	6329 Reading Materials	$3,000.00
185.32.6329.00.920.24	6329 Reading Materials	$400.00
185.11.6329.00.920.26	6329 Reading Materials	$240.00
185.11.6339.00.920.26	6339 Testing Materials	$200.00
185.11.6339.00.923.28	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	$1,000.00
185.11.6398.00.920.26	6398 Computer Supplies/Software - Locally Defined	$9,250.00
185.11.6398.00.923.28	6398 Computer Supplies/Software - Locally Defined	$12,000.00
185.11.6398.32.920.30	6398 Computer Supplies/Software - Locally Defined	$3,925.00

Account Code	Account Title	Budget
185.32.6398.00.920.24	6398 Computer Supplies/Software - Locally Defined	$1,800.00
185.32.6398.32.920.24	6398 Computer Supplies/Software - Locally Defined	$900.00
185.32.6399.00.920.24	6399 General Supplies	$700.00
185.11.6399.00.912.30	6399 General Supplies	$2,000.00
185.11.6399.00.916.30	6399 General Supplies	$5,000.00
185.11.6399.00.920.26	6399 General Supplies	$1,000.00
185.11.6399.00.923.28	6399 General Supplies	$2,427.00
185.11.6399.32.920.30	6399 General Supplies	$900.00
185.11.6399.35.918.30	6399 General Supplies	$6,439.00
185.11.6399.40.916.30	6399 General Supplies	$11,933.00
185.11.6399.40.920.26	6399 General Supplies	$350.00
185.31.6399.00.923.28	6399 General Supplies	$250.00
	6300 Subtotal:	**$70,664.00**

6400 Other Operating Costs

Account Code	Account Title	Budget
185.32.6411.32.920.24	6411 Employee Travel	$2,000.00
185.32.6411.89.920.24	6411 Employee Travel	$200.00
185.11.6411.89.920.30	6411 Employee Travel	$450.00
185.13.6411.00.916.30	6411 Employee Travel	$4,000.00
185.13.6411.00.923.28	6411 Employee Travel	$6,500.00
185.13.6411.32.920.30	6411 Employee Travel	$2,400.00
185.21.6411.00.912.24	6411 Employee Travel	$10,000.00
185.21.6411.00.916.24	6411 Employee Travel	$7,000.00
185.21.6411.00.923.28	6411 Employee Travel	$2,600.00
185.31.6411.00.923.28	6411 Employee Travel	$2,800.00
185.32.6411.00.920.24	6411 Employee Travel	$3,750.00
185.11.6494.00.923.28	6494 Reclassified Transportation Expenses	$900.00

Account Code	Account Title	Budget
185.11.6494.32.920.30	6494 Reclassified Transportation Expenses	$225.00
185.11.6499.32.920.30	6499 Miscellaneous Operating Costs	$100.00
185.13.6499.00.912.30	6499 Miscellaneous Operating Costs	$13,594.00
185.13.6499.00.916.30	6499 Miscellaneous Operating Costs	$700.00
185.13.6499.00.920.30	6499 Miscellaneous Operating Costs	$150.00
185.13.6499.00.923.28	6499 Miscellaneous Operating Costs	$600.00
185.13.6499.35.918.30	6499 Miscellaneous Operating Costs	$4,750.00
185.21.6499.32.920.30	6499 Miscellaneous Operating Costs	$200.00
185.31.6499.00.923.28	6499 Miscellaneous Operating Costs	$200.00
185.32.6499.00.920.24	6499 Miscellaneous Operating Costs	$150.00
	6400 Subtotal:	**$63,269.00**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
Adriana Galvan	RTI Lead Teacher	Response to Intervention	1
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
Robert Estala	At Risk Aide	Student Support Services	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 Components

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive needs assessments is a continuous improvement process so the district can monitor progress and collaborate as we meet quarterly to review all challenges and progress as we continue through the year. As we collaborate and work through the process our first thought goes straight to our vision and mission of our district remaining focused on our targets. Our distirct centers around our core values that drives us towards our vision and mission as we prepare tomorrows best today with innovative, future-focused learning opportunities for every student. CISD is valuing Equity Results on how all studnets have access to resources, curriculum, support and every student is addressed through their individual needs to ensure positive results through the equity approach moving each student forward. Our district outcomes demonstrates BACK TO BACK A'S achieved through several key components a few to mention are on; Reflection, weekly collaboration through Professional Learning Communities (PLC's), monthly workshops for parents that are linking to educatonal strategies and resources available to students and family.

Equity Results is a shared vision through the lens of every student having access to resources that will positively impact student growth.

Canutillo is in the business where students, parents and teachers matter. Customer service to our students, parents, faculty and staff provides a positive culture that is surrounded through a rigorous, student-centered classrooms that create future ready students to compete in a global economy and thrive in a multicultural world as we reflect on our districts mission.

The process that determines our strengths and weaknesses are analyzed through the use of data and stregegically determine the top priorities of our streghts and problem statements that determines a root cause. It is very important to attain variuos feedback through effective collaboration to recieve different perspectives and out of the box thinking to positively impact our students and family that will move everyone forward and ensuring that no student goes backwards.

Below is the continuous improvement model for Canutillo ISD which is consistently monitored and adjusted throughout the entire year.

Continuous Improvement Plan Cycle

1.
•Comprehensive Needs Assessment:
Demographics
•Student Achievement
•Perceptions
•Processes and Programs

2.

•Analyze Data with team- determine areas of strength, priority and problem statements with root causes- creating school profile

3.

Determine target through objectives & measurement

4.

•Implement Plan and share with all stakeholders

5.

•Monitor and Adjust-
• update quarterly and progress monitor

6.

•Plan Evaluation-with stakeholders- measurement

Committees had the opportunity to analyze, collaobrate and dive into data which includes but not limited to:

- Professional development provided by District and campuses
- Enrollment numbers that include all sub-populations
- Demographics information at a district level
- Index summaries of overall score, Domain 1(Student Achievement), Domain 2A (Academic growth), Domain 2B CCMR) and Domain 3 (closing the gap)
- Texas Academic Performance Reports (TAPR)
- Texas English Language Proficiency Assessment System (TELPAS)
- Performance Based Monitoring Analysis System (PBMAS)now known as the Results Driven Accountability (RDA)
- District /Campus Accountability Ratings
- Positive Behavior Intervention Support (PBIS) data- Student attendance, referrals, DAEP(District Alternative Educational Placement)
- Funding sources utilized to supplement programs to ensure success for all at risk students.
- Texas Teacher Educational Support System (TTESS) results
- Parent / Student Surveys
- Teacher surveys regarding the organizational health index- determining the alignment between teachers and campus adminsitrators
- Technology data
- completion of workorders for Facilities/ technology
- Number of Qualified teachers and paraprofessionals
- Student and teacher ratios and more.

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 to review some of the major district improvement related needs assessments. The following committees followed the same 6 step process as we move from one committee to the next by sharing results from each committee group. Sequence of committees began with;

1. Campuses Comprehensive Needs Assessments

2. Parent Leadership Needs Assessments

3. Leadership Needs Assessments

4. District Advisory Council (DAC) Needs Assessments

Thereafter, results goes to cabinet.

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
- Providing Professional development to all teachers and administrators to ensure that we are addressing the whole child that includes the social emotional aspect of our students.

The processes that the district or campuses adhere to, are to ensure theat we meet student needs and we always welcome any feedback that parents would like 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 meetings 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 identfiies 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 level take place quarterly providing updates to monitor our strategies and looking at any revisions that may need to be addressed to ensure student success.

Comprehensive Needs Assessments are initialized in March of 2019, after its completion of the process the objectives and strategies are placed in the District improvement plan with input from District Advisory Counsel (DAC), Parent Leadership, and District Leadership which includes teachers, administrators, parents and community members.

The District revisits the plan through monitoring and provides revisions on a regular basis. Updates are provided on a minumum for the following months:

November, 2019 - January 2020 - March, 2020 - June, 2020

Improvement plan is monitored quarterly at a minimum.

Improvement plan is provided to all members at the district level for monitoroing and revisions, changes recommended by stakeholders are presented to improvement teams.

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.

Location of the Improvement Plan are strategically placed where there may be a high traffic of parent and/or community members. The District Improvement Plan (DIP) is available in the following areas:

- Student Support Services located at the Lone Star Building- English & Spanish
- Central Office front desk- English & Spanish
- District Alternative Education Program
- District Advisory Council meetings
- On the district website

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.
- Academic Language Services (ALS) will target on promoting parental involvement to improve communication with campuses, promoting reading at home and increase parent awareness of bilingual services to encourage higher education for their children. A new initiative is to improve communication and team building strategies to increase effective services for the bilingual students and among parents and campuses.

    The Disciplinary Alternative Education Program (DAEP) conforming with the Texas Education Code (TEC), 37.008 which is defined in this section as an educational and self-discipline alternative instructional program, for students that have been removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in DAEP. It is important that this programs provides a safe, structured and nurturing learning environment that supports our students in the development of social emotional, responsibilities, knowledge and skills that are key for success in school and home. DAEP focus are as follows:

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

- Assist faculty and staff to develop a common language by providing professional development to help them gain responsive classroom teaching practices.
- 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.
- We will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.
- We will increase number of quality notifications sent via newsletters, brochures, handouts, etc. to parents, businesses, and community members.
- Our DAEP Counselor will attend Professional Development, in the aforementioned, and train our staff and students.

To address all students, particularly those at risk of dropping out, takes processes and programs that are aligned to meet every students needs. CISD particularly are focused on:

- Enhancing school learning and social experiences by providing the opportunity to participate in field trips that focus on leadership, community service, probation, and post secondary.
- Counselors, PLC's at campuses play an important role so students can be provided with guidance lessons that include social, emotional, behavioral and academic needs.
- Pregnancy Related Services (PRS) that include Compensatory Education Home Instruction (CEHI) will be provide to all pregnant teens according to their individual need.
- Implementation of the Coordinated School Health (CSH) program to develop faculty and student mental, emotional, physical, and social aspects. Providing information/presentations to secondary campuses about healthy relationships, respect, empowerment, etc. to address the health, counseling and wellness components of CSH.
- Student Support /Social Worker services will utilize outside community resources to address social and personal development to include coping techniques, decision making skill, handling crisis, problem solving, etc.
- Social Worker will attend a minimum of one conference to effectively assist in addressing the above needs.

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 ehancing 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.

District priorities and best practices are focused to provide opportunities to parents and families to be involved in their child's campuses for learning and academic achievement. It is important that parents to gain knowledge of What it means to be a Title 1 Part A school and become part of family engagement that will build a positive bridge between district and their child's home campus. Student Support Services ensures that all meetings, trainings and/or workshops are provided with flexible times to so parents can have opportunities to partake in their childs learning and well being in the school environment through district support.

Parent Leadership meetings are held at the Lone Star building with Student Support Services leading the way. Leadership meetings and/or workshops always take place in the mornings at 9:00 and evenings at 6:00pm. All meetings are conducted in English and Spanish having a positive environment for all parents. Parent Liaison's are crucial to the success in building a positive bridge between campuses, district and parents.

Parent engagement priorities are as follows:

- Provide Parent Leadership meetings on a monthly basis- times are provided in A.M and P.M to ensure parent participation. Meetings are held in English and Spanish.
- Inform parents annually in English and Spanish on the Title 1, Part A purpose and how these services will benefit their children and families. This informational session is provided during the day and evening.
- Support our campuses with events or activities to increase opportunities for parent participation.
- Following up with campuses to ensure that we have parent participation in various school committees to include the campus improvement team (CIT).
- Utilize parent liaisons to assist parent and teachers by facilitating parent workshops at their perspective campuses during the day and evening. Academic nights are one of the priorities for parents to participate in learning instructional strategies and methods that can be used effectively at home with their children to ensure support from school and home.
- Parent workshops and participation with activities.

Title I Personnel

Name	Position	Program	FTE
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

Addendums

Migrant Education Program

Operational Plan

2019-2020

Canutillo Independent School District

Migrant Education Program
Canutillo Independent School District

Staff 2019-2020

Maria Silva ....(915) 877-7454
Academic Language Service/Migrant Director

Marisela Ramos..... .... (915) 877-7664
Migrant Coordinator

Vacant.. (915) 877-7660
Migrant Instructional Assistant

Martha Solis .... (915) 877-7662
Migrant Instructional Assistant

Academic Tutors

Vacant
Academic Tutor
CHS

Laura Favela
Academic Tutor
CES,DDE,GES, JDE

Open
Academic Tutor
CHS

Daniela Garcia
Academic Tutor
CMS

Annalu Salgado
Academic Tutor
BCE

Canutillo Independent School District
Migrant Education Program
Overview

Program Purpose:

The Migrant Education Program, federally funded under the Elementary and Secondary Education Act and reauthorized by Title I Part C, creates processes and structures to best support the social and academic achievement of migratory children.

The purpose of the Migrant Education Program (MEP) is to design and support programs that help migratory students overcome the educational, social, cultural, linguistic, and financial challenges associated with migration. The goal of the MEP is to help migratory students thrive in school and successfully transition to postsecondary education or employment.

In order to achieve its goal, the MEP:

- supports high-quality and comprehensive educational programs to help reduce the impact of frequent educational disruptions;
- ensures that migratory children who move among the States are not penalized by disparities among the States in curriculum, graduation requirements, academic content, and achievement standards;
- ensures that migratory children are provided with appropriate educational services, including support services, that address their needs in a coordinated and efficient manner;
- ensures, that migratory children receive full and appropriate opportunities to meet the same challenging academic content and academic standards that non-migrant children are expected to meet;
- designs programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health related problems, and other factors that inhibit their ability to do well in school, and to prepare them to make a successful transition to postsecondary education or employment;
- and ensures that migratory children benefit from State and local systemic reforms.

Eligible Children:

The Migrant Assistants, annually trained and certified as MEP Recruiters, have as their primary role and responsibility to find and enroll eligible migratory children. To qualify for the program, a migrant child must have moved within the last three years across state or school district lines with a parent or guardian or on his/her own to obtain qualifying temporary or seasonal work in agriculture. Qualifying work must be directly related to planting, harvesting or processing of crops, dairy products, poultry or livestock. Children and youth ages 3 to 21 who have not graduated from high school may be eligible.

Funding:

Title I Part C funds will be used first to address the unique needs of migrant children that result from their migratory lifestyle or are needed to permit migrant children to participate effectively in school. Title I Part C funds may be used for supplemental educational and support services for migrant children including school readiness programs for children ages 3-5, summer school, academic support throughout the school year, credit recovery and accrual opportunities for secondary students. Other activities include coordination of services available to migrant families through local, state, and federal agencies, parental involvement, student record transfer, and professional development for school personnel working directly with migratory students.

Priority for Service (PFS) Action Plan
For Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,	• Who have made a qualifying move within the previous 1-year period;
Ungraded (UG) or Out of School (OS)	<u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period;
	<u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):
To Coordinate services in order to provide all migrant students who met the Priority for Services (PFS) eligibility criteria with quality academic support programs to create a positive impact on student's achievement.

Objective(s):
Canutillo ISD will identify migrant children and youth who require priority access to supplemental instructional and support services.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	By the first week of every month	Migrant Assistants Migrant Coordinator	Monthly PFS Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	By the first day of school	Migrant Coordinator	PFS Action Plan contained in Migrant Operational Plan
Additional Activities			
▪ Region 19 OSY Out of School Youth Coordinator, Migrant Coordinator, and Migrant Assistant will assess the needs of OSY and refers them for life skills, childcare, transportation, counseling and English classes to assure they continue their education and earn a Certificate of High School Equivalency.	September 2019 to August 2020	Region 19 OSY Coordinator Migrant Assistant, and Migrant Assistant	OSY reporting Form, PFS Assessment Form

Required Strategies	Timeline	Person(s)Responsible	Documentation

Communicate the progress and determine needs of PFS migrant students.

Activity	Timeframe	Responsible	Documentation
• During the academic calendar, the Title I, Part C Migrant Coordinator or Migrant Assistants will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	By the first week of every month	Migrant Assistants Migrant Coordinator	Monthly PFS Reports PFS Criteria Contact Logs
• During the academic calendar, the Title I, Part C Migrant Coordinator or Migrant Assistants will provide parents of PFS information on the Priority for Service criteria.	By September 30th	Migrant Assistants Migrant Coordinator	PAC Agendas and Minutes
• During the academic calendar, the district's Title I, Part C Migrant Coordinator or Migrant Assistants will make individualized home and /or community visits to update parents on the academic progress of their children	Ongoing throughout the year (as needed)	Migrant Assistants Migrant Coordinator	Contact Logs Preliminary Needs Assessment Parent PFS Progress Review Form
Additional Activities			
•			

Provide services to PFS migrant students.

Activity	Timeframe	Responsible	Documentation
• The district's Title I, Part C migrant coordinator or Migrant Assistants will use the PFS reports to give priority placement to these students in migrant education program activities.	September 2019 to August 2020	Migrant Assistants Migrant Coordinator	Activities Sign-in sheets
• The district's Title I, Part C migrant coordinator or Migrant Assistants will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September 2019 to August 2020	Migrant Assistants Migrant Coordinator	Contact Logs PFS Student Progress Review Form Social Worker Referral Forms
• The district's Title I, Part C migrant coordinator or Migrant Assistants will determine what federal, state, or local programs serve PFS students.	September 2019 to August 2020	Migrant Assistants Migrant Coordinator	Networking
Additional Activities			
•			

<u>Marisela Ramos</u>
LEA Signature

<u>8/16/19</u>
Date Completed

ESC Signature

<u>9/19/19</u>
Date Received

Identification and Recruitment
Plan of Action

Plans

Under section 1304 (c) (8) of Public Law 114-95, Texas is responsible for identifying and recruiting all eligible migrant children residing in the state. For identification and recruitment (ID&R) to be effective, it must be ongoing throughout the entire year, not just the school year. A variety of resources including the school district, local community and local employers must be included in efforts to identify and recruit all migrant children and their families who reside within the school district boundaries. The information that is gathered is then compiled into the district's ID&R Plan, which outlines all facets of ID&R. An ID&R Plan helps the MEP administrator, the recruiter and other recruitment staff to organize, to prioritize recruitment activities, and to establish timelines for their completion.

Activities	Timelines	Person responsible	Status/ Performance Indicators
Attend ID&R training sessions provided by ESC Region 19	By November 30, 2019	Migrant Coordinator and Migrant Instructional Assistants	Meeting agendas and certificates
Conduct ID&R:	On-going	Migrant Coordinator and Migrant Instructional Assistants	COE's on file
Distribute migrant questionnaires to campuses for identification	Sept. 30, 2019	Migrant Instructional Assistants	Contact Logs
Maintain open channels of communication with campus registrars to learn about all new families coming to the district	Weekly Sept. 2019- June 2020	Migrant Instructional Assistants	Daily Logs
Post flyers/posters/newsletters throughout the community including Mexican food restaurants, street corners where young people gather, flea market, Laundromats, churches, agricultural fields.	Once month on Fridays Sept. 2019- June 2020	Migrant Instructional Assistants	Daily Logs, flyers, posters
Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete COEs as needed	Sept. 30, 2019 all families.	Migrant Instructional Assistants	Daily Logs COE's on file
Partner with Head Start and Early Childhood Education programs to enhance recruitment effort	Sept-Oct. 2019	Migrant Coordinator and Instructional Assistants	Daily Logs

Maps and Intraregional Networking Plan of Action

Activities	Time-lines	Person responsible	Status/ Performance Indicators
Provide information on eligibility and the Migrant Education Program to campus staff working with migrant students	Sept. 2019	Migrant Coordinator and Migrant Instructional Assistants	Daily Logs
Conduct home visits on a regular basis to identify migrant families with out-of-school children	Twice a month on Fridays Sept. 2019- June 2020	Migrant Coordinator and Migrant Instructional Assistants	Daily Logs
Post flyers/posters/newsletters throughout the community to identify out of school youth and Here to Work Only	Twice a month on Fridays Sept. 2019- June 2020	Migrant Coordinator and Migrant Instructional Assistants	Daily Logs, flyers, posters
In conjunction with ESC and local school districts contact growers in the area regarding hiring practices, crops and growing seasons.	Once per semester Sept. 2019- June 2020	Migrant Coordinator and Migrant Instructional Assistants	Daily Logs
In conjunction with ESC and local school districts develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc.	By Oct 30, 2019	Migrant Coordinator and Migrant Instructional Assistants	Daily Logs

Interagency Coordination

Activities	Time-lines	Person responsible	Status/ Performance Indicators
Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with local entities	Ongoing throughout the school year	Migrant Coordinator and Migrant Instructional Assistants	Daily Logs, flyers, posters

Quality Control

Activities	Time-lines	Person responsible	Status/ Performance Indicators
Develop written procedures that outline ID&R quality control	By Sept 30, 2019	Migrant Coordinator and Migrant Instructional Assistants	Operational Plan
Eligibility review: Forward COEs with more than one comment to R19. Follow ID&R manual for COEs that require further review by the ESC	Ongoing throughout the year	Migrant Coordinator and Migrant Instructional Assistants	COE binder
Monitor and address ongoing training needs for ID&R	Ongoing throughout the year	Migrant Coordinator	Daily Log
Maintain up to date records on file including active and inactive records. File COEs in alphabetical order by current mother's last name. Retain records for seven years from date of eligibility expiration	Ongoing throughout the year	Migrant Coordinator and Migrant Instructional Assistants	COE records
Conduct an annual review of COE records	By Oct 30, 2019	Migrant Coordinator and Migrant Instructional Assistants	COE records
Coordinate with R19 for annual eligibility validation	January-June 2020	Migrant Coordinator and Migrant Instructional Assistants	TEA's re-interviewing process

Written procedures for ID&R quality control

Migrant Coordinator and Migrant Instructional Assistants will not recruit students for the 2019-2020 school year beyond November 2019 if by then; they have not successfully completed the ID&R annual training. Designated SEA Reviewers will not review COEs until they have successfully completed both NGS and ID&R annual trainings.

Migrant Coordinator and Migrant Instructional Assistants will always use the newest version of the Texas COE and COE Supplemental Documentation Form to record eligibility determinations.

Migrant Coordinator and Migrant Instructional Assistants will always encode their Recruiter ID number on each NGS enrollment line to link eligibility determinations to individual recruiters.

Migrant Coordinator and Migrant Instructional Assistants will record Residency verification on the COE if the family has not made a new qualifying move.

Migrant Coordinator and Migrant Instructional Assistants will follow the process outlined in Section 2 of the ID&R manual to make changes on the COE and COE Supplemental Documentation Form.

A trained eligibility reviewer will verify recruiters' eligibility determinations.

A COE SDF will be used for any family who does not rely on migrant work for the sole source of income and when comments are needed on the COE to support an eligibility determination.

COEs will be forwarded to R19 for further review following process outlined in Section 1 of the ID&R manual.

Canutillo Procedures for Migrant Students:

Canutillo ISD will utilize Migrant Education Program (MEP) funds first and foremost to meet the unique needs of migrant students identified on New Generation System (NGS) for Priority for Services (PFS). The district PFS students will be afforded all available local, state, and federal resources that non-migrant students will receive. All services will be documented in the PFS student files. *The following services are provided to eligible Migrant PFS students and all active Migrant students:*

Identification and Recruitment

Children are eligible to participate in the Migrant Education Program if they have made a qualifying move in the preceding 36 months –

a) as a migratory agricultural worker or fisher; or

b) with, or to join, a parent or spouse who is a migratory agricultural worker or fisher. MEP staff will use on-going procedures for identifying and recruiting eligible migrant students that are either residing or enrolled in the district.

New Generation System (NGS) / Migrant Student Information Exchange System (MSIX)

The New Generation System (NGS) is a web-based interstate information network that communicates demographic, educational and health data on migrant students to educators throughout the nation. MEP staff will accurately enter all required data on NGS and work with the PEIMS data specialists to ensure that student data is 100% accurate and current. MEP staff will also generate and review NGS "Priority for Service" reports each month. Student transfer documents are generated to facilitate academic placement as students transfer from school to school. MSIX is used to promote interstate coordination and timely records exchange.

Migrant Services Coordination

Migrant staff will serve as an advocate for migrant students and their families by helping student's access academic and support services from entry into school until graduation. MEP staff will monitor academic performance of individual PFS students and all active migrant students through the Student Progress Review form on an on-going basis throughout each nine weeks. Migrant staff will make contact with parents of PFS students and active migrant students to provide individual progress information and to gain any pertinent information from parents on an on-going basis throughout each six weeks.

Early Childhood Education

Specific efforts are made to identify preschool migratory children and determine individual educational needs, and to the extent possible, coordinate with or provide services such as A Bright Beginning Home-based Program.

Students (Grades 3-11)
Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migratory students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate available opportunities for summer statewide student assessment remediation.

Middle School Students
Coordinate / provide the following: with available mentoring programs to develop students' learning and study skills; homework assistance and tools; increase awareness to school staff of students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and non-academic problems or concerns; school staff must notify MEP staff of referrals and interventions; supplemental information to parents on how to collaborate with school staff and how to access resources for their students.

Secondary Students / Graduation Enhancement
Migrant and campus staff will work to identify effective strategies to assist students in meeting high school graduation requirements. Strategies include monitoring students' academic progress, tutorial attendance, supplemental materials / resources needed, and home visits. Migrant staff will monitor academic graduation plans to ensure students are on track for graduation and will utilize outside entities and resources available for credit recovery, if necessary. Migrant scholarship information will be provided to counselors / students / parents. Referrals to the College Assistance Migrant Programs (CAMP) will be coordinated with student and counselor. All migrant students will have access to any other services deemed appropriate and reasonable.

Parental Involvement / Migrant Parent Advisory Council (PAC)
Education and support services are available for migrant families such as: providing techniques on fostering children's learning, utilizing community services, requirements for graduation, and promoting two-way communication between the home and school. Migrant staff maintain open communication and close contact via phone calls, letters, and home visits to provide parents the opportunity to stay informed of their child's needs and successes. The Migrant staff also provides ongoing opportunities for parents to attend Parental Involvement Conference, PAC meetings, and all other parent engagement activities available. Migrant staff will organize at least three PAC meeting per school year to include parents of migrant students, district personnel, and other community stakeholders and organizations, as appropriate.

Out-of-School Youth (OSY)
The OSY Migrant Assistant will conduct networking to inform OSY and their parents about available educational options, including dropout recovery programs.

Graduation Plan Support
2019-2020

Activity	Personnel Involved	Resources	Timeline	Method of Evaluation
Coordinate with available programs offering options for credit accrual and recovery to ensure that high school students have the opportunity to earn needed credits.	Title I Part C Migrant Coordinator High School Academic Tutors Migrant Instructional Assistant	Student grade tracking logs UT Austin Credit Accrual	Ongoing	The number of students participating in credit recovery programs will increase by 1% by the end of 2019-2020.
Ensure proper course placement for on-time graduation by accessing and reviewing academic records from NGS. Encode recommended graduation plan in NGS for migrant students in grades 9-12.	Title I Part C Migrant Coordinator Migrant Instructional Assistants Migrant Academic Tutors	NGS Reports Students' graduation plans	At the time of early withdrawal and at the end of the regular school year	The number of students earning the expected number of secondary credits for on-time graduation
Implement a variety of credit accrual and recovery options by providing opportunities for earning credit. Collaborating with school counselors; lending laptop, space, and support staff to facilitate efforts for completion of coursework and credit accrual.	Title I Part C Migrant Coordinator Migrant Instructional Assistants Migrant Academic Tutors	Student grade tracking logs UT Austin Distance Learning	Ongoing	The number of students earning secondary credits towards on-time graduation and the number of students meeting the requirements for on-time graduation will increase by 1% by the end of 2019-2020.
Use MEP funds to pay tuition for evening classes, summer school, credit by exam or distance learning if needed	Title I Part C Migrant Coordinator Migrant Instructional Assistants Migrant Academic Tutors	Student grade tracking logs	Ongoing	The number of students meeting the requirements for on-time graduation will increase by 1% by the end of 2019-2020.
Employ academic tutors experienced in providing graduation plan support by: providing leadership for coordination of services, monitor course completion for PFS students with late entry and early withdrawal, intervene on behalf of students, ensure that migrant students and parents receive timely information and assistance regarding college applications, including scholarships and financial aid.	Title I Part C Migrant Coordinator Migrant Instructional Assistants Migrant Academic Tutors School Counselor	Academic tutor contact log Migrant instructional assistants' Daily Log	Ongoing	Number of students meeting requirements for grade level promotion or on-time graduation will increase by 1% by the end of 2019-2020.

**Procedures for full credit accrual for students with
late entry/early withdrawal
2019-2020**

UT Credit by Exam/ Distance Learning

Title I Part C Migrant Coordinator and Migrant Instructional Assistants will inform 8-12 grade students and their parents of UT credit by exams opportunities for credit accrual/recovery with coordination and approval of academic counselor.

Title I Part C Migrant Coordinator and Migrant Instructional Assistants will initiate enrollment process for those students interested in taking credit by exams in coordination with academic counselor for credit recovery.

Migrant Academic Tutors will provide academic assistance to students taking credit accrual/recovery exams as necessary.

Title I Part C Migrant Coordinator and Migrant Instructional Assistants will ensure students completing credit accrual/recovery exams receive the appropriate credit.

For more information on UT /Credit by Exam/ Distance Learning, see http://www.utexas.edu/cee/dec/migrant/index.php?page=overview

Link to Credit by Exam/ Distance Learning

The link to Distance Learning courses and credit by exams for student that are completing their immediate educational objective are as follows: Review a copy of the student's high school graduation requirements with the student upon initiating credit by exams or Distance Learning course. Determine together with academic counselor which course or credit by exam will satisfy requirement. Order approved material from UT Austin staff. Upon completion, exam and course material are sent to UT Austin for grading. Transcripts are sent to school registrars and academic counselor. The Migrant Assistant follows up with the registrar in 2 weeks to ensure the transcript has been received and placed in the student's file.

Path for Success

The Migrant Assistant and the Migrant Academic Tutors will guide students to properly organize the materials necessary to apply successfully to scholarships. Path to Success will give an overview of the organizational principles and steps to successfully apply for scholarships. Scholarships are everywhere and there are endless resources. The problem most students, parents, and counselors, have is properly organizing the materials necessary to apply to scholarships. Path to Success will give the student tools needed to successfully apply to scholarships.

Welcome Back GRIT Schedule

August 5, 2019			
All District Employees	7:30am to 12:00pm	Convocation	CHS Auditorium
Lunch 12:00 pm - 1:30 pm			
All School Faculty	1:30pm to 3:00pm	SPED Law by Jose Martin	CHS Auditorium
SPED Teachers 1 Administrator per campus 1 Counselor per campus	3:15pm to 4:30pm	SPED Law Q&A	CHS Band Room
Teachers Administrators Counselors	3:15pm to 4:30pm	Multiple pathways to the Students' Brain by Dr. Zadina	CHS Auditorium

August 6, 2019

Audience	Time	Session Title	Location
MORNING SESSIONS			
PreK-2 Teachers	8:00 to 11:30	Guided Reading	RES Classrooms 1, 2, 3
3-5 Teachers	8:00 to 9:30	Pearson Math	RES Cafeteria West
Dual Language 3-5 Teachers	10:00 to 11:30	ALS – Dual Language	RES Cafeteria West
Monolingual 3-5 Teachers	10:00 to 11:30	ALS – Differentiation By Region 19	RES Library
6-12 ELAR	8:00 to 11:30	Tap and Think Reading By Writing Academy	AMS Eagle Center
6-12 Science 6-12 Math 6-12 Social Studies	8:00 to 11:30	Differentiating for Critical Thinking By Colin Seale	CHS Auditorium
PE Teachers	8:00 to 11:30	PE Presentation By Nancy Torres	Lone Star Building A
Fine Arts Teachers	8:00 to 11:30	Fine Arts Presentation By Regino Ramos	AMS Band Room
CTE Teachers	8:00 to 11:30	CTE Presentation By Tracy Andrews	Location TBA
Counselors	8:00 to 11:30	Counselors Presentation By Nicole Morales	Location TBA

Lunch 11:30 am – 1:00 pm

Audience	Time	Session Title	Location
AFTERNOON SESSIONS			
3-5 Teachers	1:00 to 4:00	Guided Reading	RES Classrooms 1, 2, 3
Dual Language PreK- 2 Teachers	1:00 to 2:30	ALS – Dual Language	RES Cafeteria West
Monolingual PreK – 2 Teachers	1:00 to 2:30	ALS – Differentiation By Region 19	RES Library
PreK – 2 Teachers	2:45 to 4:00	Pearson Math	RES Cafeteria West
6-12 ELAR	1:00 to 4:00	Tap and Think Reading By Writing Academy	AMS Eagle Center
6-12 Science 6-12 Math 6-12 Social Studies	1:00 to 4:00	Differentiating for Critical Thinking By Colin Seale	CHS Auditorium
PE Teachers	1:00 to 4:00	PE Presentation By Nancy Torres	Lone Star Building A
Fine Arts Teachers	1:00 to 4:00	Fine Arts Presentation By Regino Ramos	AMS Band Room
CTE Teachers	1:00 to 4:00	CTE Presentation By Tracy Andrews	Location TBA
Counselors	1:00 to 4:00	Counselors Presentation By Nicole Morales	Location TBA

Canutillo Independent School District

Sign in Sheet

MINI DISTRICT NEEDS ASSESSMENT

UPDATES

November 15, 2019

DEPT	SIGNATURE	ASSSIGNMENT/ ROLE
I.T.	Albert Vega	Director
ALS	Nom Silva	Director
SSS		Prevention Specialist
Assoc Sup		Counselor
C&I		Exec Dir
HR	mCanasce	CHRO
CTE	Andrews	CTE Dir
SPED		Sped
EF		External Funds
Finance	CPps	Fin. Director
PIO		Comm. Spec.
Assoc. Sup		Associate Sup
CBO		Chief
SSS		Exec Director
HR	Erica Moreno	Prog. Director

MINI DISTRICT NEEDS ASSESSMENTS

UPDATES

AGENDA

NOVEMBER 15- CULINARY CLASS

1. DISTRICT BUDGET AND ALLOTMENTS

2. SAFETY AND SECURITY GRANT APPLICATION

3. COMPREHENSIVE NEEDS ASSESSMENT BASED ON GOALS/PROBLEM STATEMENTS

4. UPDATE PROBLEM STATEMENTS AND PRIORITIZE

5. ALIGNED CNA'S TO DISTRICT OBJECTIVES-FYI