

Canutillo Independent School District

District Improvement Plan

2020-2021



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	4
Demographics	4
Student Learning	10
81%	10
District Processes & Programs	14
Perceptions	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	20
Goals	21
Goal 1: CISD will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.	21
Goal 2: Increase Student Academic Achievement	25
Goal 3: Enhance Student Character & Drive Towards a Career/ Profession that benefits the community with diverse career experiences from Pre-Kindergarten-12.	39
Goal 4: Build Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.	44
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders	50
State Compensatory	53
Budget for District Improvement Plan	53
Title I Schoolwide Elements	58
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	58
1.1: Comprehensive Needs Assessment	58
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	61
2.1: Campus Improvement Plan developed with appropriate stakeholders	61
2.2: Regular monitoring and revision	62
2.3: Available to parents and community in an understandable format and language	62
2.4: Opportunities for all children to meet State standards	62
2.5: Increased learning time and well-rounded education	63
2.6: Address needs of all students, particularly at-risk	63
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	64
3.1: Develop and distribute Parent and Family Engagement Policy	64
3.2: Offer flexible number of parent involvement meetings	65

Comprehensive Needs Assessment

Demographics

Demographics Summary

Canutillo Independent School Districts demographics for 19-20 are the following:

Enrollment : 6,256 students			Enrollment by Ethnicity			
Grade	Count	%Enroll		Count	%group	%Enroll.
Early Education	30	.48%	Amer. Indian/ Alaskan	3	.05%	.05%
Pre-Kinder	265	4.24%	Asian	29	.46%	.46%
Kindergarten	404	6.46%	Black/African Amer	75	1.20%	1.20%
Grade 1	439	7.02%	Hispanic /Latino	5,833	93.24%	93.24%
Grade 2	467	7.46%	White	279	4.46%	4.46%
Grade 3	468	7.48%	Hawaiian/PAC Island	0	0%	0%
Grade 4	474	7.58%	Two or more	37	.59%	.59%
Grade 5	442	7.07%	Total	6,256	100%	100%
Grade 6	477	7.62%				
Grade 7	452	7.23%				
Grade 8	457	7.30%				
Grade 9	486	7.77%				
Grade 10	510	8.15%				
Grade 11	438	7.00%				
Grade 12	447	7.15%				
Total	6,256	100%				

Our subpopulations are: LEP-1,962 at 31.36%/ immigrant- 57 at 0.91%/ Economic Disadvantage-3,996 at 63.87%/ Military Connected-285 at 4.56%/ Foster Care-4 at 0.06% and Dyslexia-100 at 1.60%.

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

The district employs 1,148 teachers and support personnel to serve the district's 10 campuses. Students from Canutillo attend classes at 6 elementary schools (PK-6), 2 middle schools (7-8), 1 high school (9-12), and 1 Early College High School.

The collection data for 2017-2018 indicates the following:

Student Demographics in accordance to the fall snapshot are as follows:

Gender: Female- 2,992 at 48.11% Male- 3,227 at 51.89%

We have 6,219 students where 5,854 students -94.13% Hispanic -Latino, 5 students-0.08% of American Indian-Alaskan Native, 29 students -0.47% of Asian, 52 students -0.84% of Black- African American, 249 students- 4.00% of white, 1 student- 0.02% of Hawaiian/ PAC Island and 29 students- 0.47% of Two or more race.

Students by Program are as follows:

Pre-K program- 262 students

Special Education- 586 students at 9.42%

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

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

Free Lunch Participation 2,803 students at 45.07%

Reduced Lunch Participation 1,300 students at 20.90%

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

Dyslexia 29 students at 0.47%

Homeless Status of 112 students at 1.80%

At Risk population of 3,559 students at 57.23%

Economically Disadvantaged of 4,112 students at 66.12%

Immigrant - of 59 students at 0.95%

LEP population of 1,824 students at 29.33%

Migrant population of 131 students at 2.11%

Military Connected of 203 students at 3.26%

Foster Care 3 students at 0.05%

2017-2018

Graduation Rate: 91%

Attendance Rate: 96%

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

Staffing:

Employees: 1,148

Teachers: 403

Bachelor's: 66%

Master's: 32%

Doctorate: 1%

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

SCHOOL # OF ENROLLMENT SCHOOL # OF ENROLLENT

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

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

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

SCHOOL # OF ENROLLMENT SCHOOL # OF ENROLLMENT

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

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

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

SCHOOL # OF ENROLLMENT SCHOOL # OF ENROLLMENT

CHS	BCE
AMS	JDE
RES	CES
NWECHS	GES
CMS	DDE

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

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

- Canutillo has our own police force to meet our student needs and safety for all campuses by taking a proactive role in assuring a positive culture, climate and safety.

Canutillo ISD staffing are as follows:

Employees: 1,148

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

Demographics Strengths

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

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

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

- The District has a high teacher retention rate and a lower rate of inexperienced teachers at the high poverty schools.
- CISD demographics are continuously changing and are adjusting to community needs.
- Drop out rate has decreased below the state and region.
- District Support Services assist our students and families during a crisis and follows up throughout the year to ensure success and support.
- Discipline referrals, DAEP referrals has decreased.
- There has been an increase in student enrollment from 16-17 to 17-18 by about 300 students.
- Canutillo has effectively leveraged all resources with the available funds.
- There was an increase where multiple campuses have acquired multiple distinctions for 17-18 school year.
- Canutillo has a system in place to help student with challenging behavior to remain focus on their needs to be successful in the District Alternative Education Placement facilities, with highly qualified instructional personnel that addresses academics, behavioral and social emotional of our students.
- There has been an increase of support groups and community partners that work with our district and campuses.
- Scholarships for our studnet have increased every year.
- Canutillo is inclusive and have equal access to our students in helping students /families in need during crisis.
- Graduation rate is above 90%

Problem Statements Identifying Demographics Needs

Problem Statement 1: English language learners whose parent deny services perform at a lower percent than students who are participating in the program. **Root Cause:** Need a method to accurately inform parents through registration/attendance training on effectiveness of the program.

Problem Statement 2 (Prioritized): Differentiation is the lowest score on TTESS, which affects our student achievement numbers that includes all sub-populations(migrant, sped, ELL, at risk. & RTI). **Root Cause:** Focus on training , coaching, and implementation by following through to ensure differentiation intruction is taking place and what it looks like with intentional Professional Development.

Problem Statement 3 (Prioritized): Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause:** Limited outreach to our students and community need systems in place to assist students in need of support.

Student Learning

Student Learning Summary

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

1st Administration in 2019

Subject	Grade	2018	2018	2018	2019	2019	2019	Approaches	Meets GL
		Approaches	Meets	Masters	Approaches	Meets	Masters	Gain/Loss	
Reading	5th	81%	57%	24%	80%	46%	24%	-1%	-11%
Reading	8th	80%	48%	23%	79%	55%	28%	-1%	7%
Math	5th	92%	65%	36%	88%	55%	35%	-4%	-10%
Math	8th	76%	41%	8%	79%	39%	7%	3%	-2%

1st Testing Administration

3 year- Reading Approaches-

Garcia Elementary on 2017 -75% --2018- 77% increasing in 2019 -86%--Celebration*

Bill Childress Elementary on 2017-94% ---- 2018-74% increasung in 2019- 82%

Canutillo Elementary on 2017-85%----2018-75% increasing in 2019-82%

Deanna Davenport on 2017-82%----2018-84% decreasing in 2019- 74%

Jose Damian on 2017-82%---2018-84% decreasing in 2019- 70%

Reyes Elementary on 2017-86%---2018-84% increasing in 2019-88% Celebration*

Canutillo Middle on 2017-74%---2018-83% decreasing in 2019-78%

Jose Aldrete Middle on 2017-71%---2018-78% increasing in 2019-80% Celebration*

3 Year - Math Approaches

Garcia Elementary on 2017 -84% --2018- 85% increasing in 2019 -88%--Celebration*

Bill Childress Elementary on 2017-84% ---- 2018-91% increasung in 2019- 91%--Celebration*

Canutillo Elementary on 2017-89%----2018-91% increasing in 2019-87%

Deanna Davenport on 2017-91%----2018-91% decreasing in 2019- 82%

Jose Damian on 2017-95%---2018-94% decreasing in 2019- 86%

Reyes Elementary on 2017-88%---2018-94% increasing in 2019-95% Celebration*

Canutillo Middle on 2017-75%---2018-73% increasing in 2019-77% Celebration*

Jose Alderete Middle on 2017-63%---2018-79% increasing in 2019-82% Celebration*

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

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

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

			Index 1 Student Achievement			Index 2 Student Progress			Index 3 Closing Performance Gaps			Index 4 Postsecondary Readiness		
District/Campus Name	District/ Campus Number	2016 Accountability Rating*	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met	Index Score	Index Target	Index Met
GONZALO AND SOFIA GARCIA EL	105	Met Standard	77	60	Y	45	32	Y	43	28	Y	37	12	Y
CONGRESSMAN SILVESTRE & CAROLINA S	106	Met Standard	84	60	Y	53	32	Y	42	28	Y	44	12	Y

Student Learning Strengths

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Differentiation is the lowest score on TTESS, which affects our student achievement numbers that includes all sub-populations(migrant, sped, ELL, at risk. & RTI). **Root Cause:** Focus on training , coaching, and implementation by following through to ensure differentiation instruction is taking place and what it looks like with intentional Professional Development.

Problem Statement 2: Student attendance rate are steadily decreasing throughout the school year. **Root Cause:** Campuses affected with decreased of attendance will create and implement a plan for excessive absences and provide expectations for Pre-K & Kinder.

Problem Statement 3 (Prioritized): Core academics performance with all sub-populations shows a decrease of achievement through STAAR, common assessments &/or benchmarks.. **Root Cause:** Need to review all performance areas by analyzing all program data for effectiveness and target Professional Development and resources to serve all students through implementation and support..

Problem Statement 4 (Prioritized): Students who are coded at risk generally perform behind the passing percentage of "all students" in reading. **Root Cause:** Programs and personnel are in place to continue to remove barriers and close educational gaps.

Problem Statement 5 (Prioritized): Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause:** Limited outreach to our students and community need systems in place to assist students in need of support.

District Processes & Programs

District Processes & Programs Summary

The Canutillo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Canutillo ISD has received **the state's highest financial integrity rating.**

To ensure teacher success through our districts processes all teachers that are new to the profession are supported through a district wide program and within their campuses that cross collaborate with district and campus liaison for effective support and mentoring. District level and campus liaison continuously support our new teachers throughout the year

Curriculum, Instruction and Assessment processes for CISD are as follows

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

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

Canutillo ISD continues to embrace technology to ensure that our students and staff have all the digital resources that are necessary to provide the highest quality instruction available. Canutillo provides an infrastructure which supports the daily functions of instruction and business giving a high quality digital environment for learning.

It is important that our district provides and implements relevant current technologies with best practices through effective professional development and support. Student safety and cyber-security is a key component to the design of Canutillo ISD technology. During the 19-20 school year there has been a major teaching and learning shift with COVID 19 making its presence. Virtual and remote learning with data analytics are key elements to providing learning opportunities that continues to prepare our student for the future. Canutillo ISD is taking the next step by purchasing one to one computers for all our students in the district. Continuous and high quality instruction proceeds with the best interest of our students and teachers. Professional Development is prioritized for students and teachers on effective use of technology and programs as we continue to move forward with Virtual and remote teaching.

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

District Processes & Programs Strengths

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

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

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

practiced throughout the year.

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

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Communication and pre-planning of events for parents to participate on academics, food service, safety, graduation, and technology (internet programs). **Root Cause:** Campuses are always targeting transitional grades 5-6, 8-9 and senior-graduation, campuses will re-focus on all grade levels early during the year in preparation for effective transitioning to next grade level.

Problem Statement 2: The current Appraisal system is not used to its fullest potential when identifying effective and ineffective teachers. **Root Cause:** Coaching timeline needs to be followed throughout the year addressing domains and calibrating for effectiveness.

Problem Statement 3 (Prioritized): There is lack of effectiveness and inability to respond efficiently with the increase use of technology on hardware, software, virtual instruction and other pathways for instruction where resources and support may be a challenge. **Root Cause:** Need to have resources available, currently tech/device ration is 1:2,000 and industry STD 1:300 which is difficult to respond effectively.

Problem Statement 4: Teachers across the district view conflict resolution as a challenge area that affects climate and culture. **Root Cause:** Organization Health Index (OHI) data for 2017-2018 shows at 57% and 2018-2019 shows 43% a decrease on how the district /campuses addresses conflict resolution. Professional Development with monitoring and follow up meetings needs to be addressed.

Problem Statement 5 (Prioritized): Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause:** Limited outreach to our students and community need systems in place to assist students in need of support.

Perceptions

Perceptions Summary

Student Support Services and PIO has been providing surveys regarding school businesses and valuable input for decision making process.

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

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

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

Canutillo ISD provides surveys to all campus teachers and their alignment to Principal and Assistant principal

The Organizational Health Index goes beyond the typical survey for all teachers. This approach of the OHI can prescribe interventions to improve those key elements of campus health that is directly linked to performance. This allows our administration on knowing where to focus in efforts to deliver the districts mission. The nine elements that are identified within the OHI will assist the schools to change underlying mindsets and behaviors that will move all campuses to a positive health environment that will in turn raise academic performance.

OHI is not a “one-size-fits-all” approach, it identifies patterns of behaviors, that can help a school identify its optimal path forward. Canutillo ISD works closely campus administrators through regular meetings focussing on their campus goals and needs to ensure success.

Perceptions Strengths

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

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

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

Family and Community Engagement has grown throughout the years

- Number of Parent Teacher Organization (PTO) has increased
 - Increase of parents responses to surveys have increased providing the district with reliable data
- The number of out of school suspension has decreased and the District Alternative Educational Program (DAEP) number of students have been decreasing consistently

from Fall 2015 to Spring 2017.

- Parent Leadership Team has been established and has strengthened as parent participation increases.
- Community Partnership has increased steadily throughout the past few years
- Student and teacher recognitions have been a success during the monthly board meetings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Quality and well attended parent teacher organization are available at several campuses and opportunities for volunteering at all campuses. However, communication remains a challenge to reach our parents. **Root Cause:** Need to increase communication pathways to support student achievement. Parent training : Edmodo, Remind app which is not utilized, meeting formats can be revamped with parent liaisons support.

Problem Statement 2 (Prioritized): There is discipline and student behavior that will not change until adult behavior is changed on how to address situations and student cases. **Root Cause:** There is a need for training and implementation on Social Emotional Standards (SEL), empathy, fidelity to PBIS and understanding to provide effective resources to our teachers and staff, districtwide.

Problem Statement 3: According to survey, parents are concerned with student safety at campuses. **Root Cause:** Communication is key, using various pathways to ensure connection with parents, (phone, messenger, internet, email, newsletter, face time, and/or face to face). Resources may be needed to close the gap in communication with all campuses and parents.

Problem Statement 4 (Prioritized): Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause:** Limited outreach to our students and community need systems in place to assist students in need of support.

Priority Problem Statements

Problem Statement 1: Differentiation is the lowest score on TTESS, which affects our student achievement numbers that includes all sub-populations(migrant, sped, ELL, at risk. & RTI).

Root Cause 1: Focus on training , coaching, and implementation by following through to ensure differentiation intruction is taking place and what it looks like with intentional Professional Development.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: Core academics performance with all sub-populations shows a decrease of achievement through STAAR, common assessments &/or benchmarks..

Root Cause 2: Need to review all performance areas by analyzing all program data for effectiveness and target Professional Development and resources to serve all students through implementation and support..

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals.

Root Cause 3: Limited outreach to our students and community need systems in place to assist students in need of support.

Problem Statement 3 Areas: Demographics - Student Learning - District Processes & Programs - Perceptions

Problem Statement 4: Students who are coded at risk generally perform behind the passing percentage of "all students" in reading.

Root Cause 4: Programs and personnel are in place to continue to remove barriers and close educational gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Communication and pre-planning of events for parents to participate on academics, food service, safety, graduation, and technology (internet programs).

Root Cause 5: Campuses are always targeting transitional grades 5-6, 8-9 and senior-graduation, campuses will re-focus on all grade levels early during the year in preparation for effective transitioning to next grade level.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: There is lack of effectiveness and inability to respond efficiently with the increase use of technology on hardware, software, virtual instruction and other pathways for instruction where resources and support may be a challenge.

Root Cause 6: Need to have resources available, currently tech/device ration is 1:2,000 and industry STD 1:300 which is difficult to respond effectively.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: There is discipline and student behavior that will not change until adult behavior is changed on how to address situationas and student cases.

Root Cause 7: There is a need for training and implementation on Social Emotional Standards (SEL), empathy, fidelity to PBIS and understanding to provide effective resources

to our teachers and staff, districtwide.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Goals

Revised/Approved: September 22, 2020

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

Performance Objective 1: Throughout the year of 20-21, the district will take a proactive role through prevention on implementing a safe and functional learning environment utilizing technology effectively for all campuses.

Evaluation Data Sources: Lists of laptops/desktops that have been upgraded for student use home or school/ log on sanitizing facilities and Personal Protective equipment (PPE).

<p>Strategy 1: Student Support Services: Coordinate and monitor the implementation of the Anonymous Alerts violence and drugs reporting system.</p> <p>Strategy's Expected Result/Impact: Increase safety and security within all our campuses</p> <p>Staff Responsible for Monitoring: Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 5 - District Processes & Programs 5 - Perceptions 4</p> <p>Funding Sources: Annoynomous Alerts - 211-Title I-Part A - \$2,350</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. Root Cause: Limited outreach to our students and community need systems in place to assist students in need of support.
Student Learning
Problem Statement 5: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. Root Cause: Limited outreach to our students and community need systems in place to assist students in need of support.
District Processes & Programs
Problem Statement 5: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. Root Cause: Limited outreach to our students and community need systems in place to assist students in need of support.

Perceptions

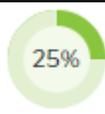
Problem Statement 4: Students are being exposed to violence at an earlier age in their household based on the number of cases and referrals. **Root Cause:** Limited outreach to our students and community need systems in place to assist students in need of support.

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

Performance Objective 2: By May of 2021, 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.

Evaluation Data Sources: surveys, agendas, sign-in

<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: School Principal Assistant Principal PBIS Campus Coach Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: 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).</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: School Principal Assistant Principal Teacher Campus Coach Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: School Principal Assistant Principal PBIS Teacher Campus Coach Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: 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).</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Campus administrator Assistant Principal PBIS Campus Coach Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By June 2021, students in grade levels 3-10 will improve reading master level by 2%.

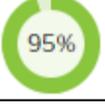
Targeted or ESF High Priority

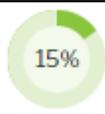
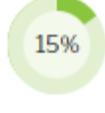
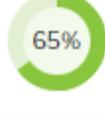
HB3 Goal

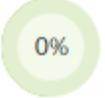
Evaluation Data Sources: State Assessments results-or Benchmarks , common assessments

<p>Strategy 1: C&I and SPED : Support the district initiatives through professional development, ongoing technical assistance from Curriculum Coordinators and ICs, data dig meetings, quarterly PLCs, etc.</p> <p>Strategy's Expected Result/Impact: Growth in student achievement outcomes by intervening early and providing support for "first teach" for instructors.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction SPED Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199-Local Funds - 199.11.6299.00.918.23 - \$2,800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: C&I: Support ongoing curriculum development with horizontal and vertical district PLCs and summer curriculum writing.</p> <p>Strategy's Expected Result/Impact: Ensure curriculum is written, taught, and tested.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Curriculum Coordinators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 3: Tutorials in core content areas/or in Statewide Students Assessments will be provided during the regular school day to enhance English and Spanish academic vocabulary necessary for all students to succeed in school. Tutors will reach out to students / families via e-mail and phone due to COVID.</p> <p>ALS Academic tutors will provide support in Reading and Mathematics at all English learners at all grade levels targeting students identified as per grades and teacher recommendations. Support will be provided via telephone, email and zoom tutorials.</p> <p>Migrant Mentors will coordinate with campus staff to ensure Migrant students benefit from tutorials in core content areas/ or in State Assessments and enhance English and Spanish academic vocabulary necessary for students to succeed in school. Migrant Priority for Services students will be served first.</p> <p>Support in increasing vocabulary skills in both English and Spanish, spelling, word definition and correct use in sentences. Focus will be in improving Language Arts skills (Reading and Writing) and Mathematics.</p> <p>Strategy's Expected Result/Impact: Closing the gap Improved reading and math scores on state assessments Improved TELPAS scores by a minimum of one performance level in each domain (listening, speaking, reading and writing)</p> <p>Staff Responsible for Monitoring: Migrant Coordinator ALS Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: C&I: Regular meetings of the Early Childhood Task Force to serve as an advisory board for teacher and administrator input.</p> <p>Strategy's Expected Result/Impact: Increase Stakeholder support.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: C&I: Horizontally align early childhood grades with common benchmarks, assessments, and resources.</p> <p>Strategy's Expected Result/Impact: Guarantee the continuity of state curriculum is written, taught, and tested.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: C&I: Hold and plan district-wide grade level PLCs to review BOY, MOY, EOY data and develop plans for early intervention.</p> <p>Strategy's Expected Result/Impact: Decrease Tier 3 students beginning 3rd grade.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 7: C&I: Ongoing process of curriculum alignment and development through curriculum writing and Professional Development focused on critical content, standardizing a model for Balanced Literacy, centers, etc.</p> <p>Strategy's Expected Result/Impact: Guarantee the state curriculum is written, taught, and tested.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood Curriculum Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Each campus and district will have a plan to monitor and complete by June 2020</p> <p>Staff Responsible for Monitoring: Program Compliance Director/ Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: TOA -computer support-SSS - 185-State Compensatory Education - \$8,200.92, TOA support - 185-State Compensatory Education - \$582.39, TOA-PEP - 185-State Compensatory Education - \$4,062</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 9: 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</p> <p>Strategy's Expected Result/Impact: To ensure continuous improvement for all campuses</p> <p>Staff Responsible for Monitoring: Program Compliance Director</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 10: Program Compliance: Will coordinate and plan with Intervention Specialist to draft a SCE handbook and prepare "At Risk" training to all campuses.</p> <p>Strategy's Expected Result/Impact: All campuses are updated with process and procedures to ensure student success</p> <p>Staff Responsible for Monitoring: Program Compliance Director</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 11: C&I/SPED/ALS: Will provide instructional software, resources, and substitutes, for schools and students that support all core contents by increasing academic performance. (i.e textbook publishers, Istation, TEKS Resource System, Eduphoria, Plan4Learning, Renaissance, Achieve 3000, etc...)</p> <p>Strategy's Expected Result/Impact: Increase student performance by keeping them engaged and focused on learning without any loss of instructional time.</p> <p>Staff Responsible for Monitoring: Teachers/ Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: DAEP resources for science - 185-State Compensatory Education - \$2,919.96, C&I google units-Writing Academy - 185-State Compensatory Education - \$120, DAEPresources - 185-State Compensatory Education - \$1,661.71, DAEP- Reading Resources B&N - 185-State Compensatory Education - \$494.40, DAEP computer resources - 185-State Compensatory Education - \$467.32</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 12: SPED: Provide additional blended resources, materials, equipment and support for instruction and learning, allowing them access to appropriate and effective instruction in Special Education</p> <p>Strategy's Expected Result/Impact: Increase classroom participation</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 225-IDEA-Part B Preschool - 225.11.6399.00.918.23 - \$14,076, - 225-IDEA-Part B Preschool - 225.11.6397.00.918.23 - \$1,513, - 429-Special Revenue/State - 429.11.6399.23.918.23 - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 13: Technology equipment will be purchased for the appropriate and effective implementation of the local Migrant Education Program.</p> <p>Coordinate/provide support to migrant students on the use of academic tools and resources to increase reading achievement.</p> <p>Strategy's Expected Result/Impact: Closing the gap.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 14: Coordinate with district resources, community resources, school resources, and other supplemental resources to support the reading achievement of migrant students based on disaggregated results of formal/informal assessments. Resources and materials will be provided for the appropriate and effective implementation of the local Migrant Education Program.</p> <p>Strategy's Expected Result/Impact: Closing the gap.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 15: 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. Newcomer students to participate in the summer newcomer program using interactive thematic units in the morning and summer campus at UTEP.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: ALS Director, English teachers at middle and high school campuses and Elementary and middle school language arts teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 16: ALS: Will support teachers by providing professional development opportunities in the integration of the English Language Proficiency Standards, Sheltered Instruction, Dual Language and Reading Comprehension. Teachers will also be able to attend conferences to improve the teaching of English language learners. Will conduct the Dual Language Study group to read and discuss research on best practices to both teachers and administrators.</p> <p>Strategy's Expected Result/Impact: Increase teacher's pedagogy and knowledge of research regarding services for English learners and the implementation of Dual Language programs.</p> <p>Staff Responsible for Monitoring: ALS Director and Title III Lead Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: Core academics performance with all sub-populations shows a decrease of achievement through STAAR, common assessments &/or benchmarks.. Root Cause: Need to review all performance areas by analyzing all program data for effectiveness and target Professional Development and resources to serve all students through implementation and support..</p> <p>Problem Statement 4: Students who are coded at risk generally perform behind the passing percentage of "all students" in reading. Root Cause: Programs and personnel are in place to continue to remove barriers and close educational gaps.</p>

Goal 2: Increase Student Academic Achievement

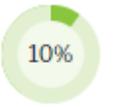
Performance Objective 2: By June 2021, 4th and 7th grade students will improve writing master level by 2%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR results or Benchmarks and Common Assessments Writing (4-7)

<p>Strategy 1: C&I: Continue with adding rigorous coursework into the regular curriculum with Curriculum Writing for Advanced Academics teachers and subjects. Work towards vertical alignment from 6-12 in all core content. Continue work to assist teachers in differentiation and rigor. Continue open enrollment while providing support for students to be successful in the AP program.</p> <p>Strategy's Expected Result/Impact: Increase the number of passing scores in AP courses and limit student drops from AP program.</p> <p>Staff Responsible for Monitoring: Executive Director of C&I Advanced Academic Curriculum Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: C&I and SPED: Support campus RTI process by providing heat maps, instructional resources, time, materials, etc. to support struggling students.</p> <p>Strategy's Expected Result/Impact: Closing the gaps for struggling students.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Campus Principal Curriculum Coordinators Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: reading / fluency and comprehension- Esperanza - 185-State Compensatory Education - \$1,380, Scottish Rite Materials - 185-State Compensatory Education - 185.11.6399.35.918.30, - 185-State Compensatory Education - 185.11.6399.35.918.30 - \$7,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: To increase best practices for instruction utilizing resources effectively for success.</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Depart</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 4: SPED: Continue to purchase and utilize licenses for Unique Learning Systems in order to provide specialized lessons for special education students taking the STAAR Alternate 2 Assessment.</p> <p>Strategy's Expected Result/Impact: Improvement on the STAAR Alt: Lesson plan documentation and user logins</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199-Local Funds - 199.11.6299.97.918.23 - \$4,480</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: SPED: Continue to purchase and utilize licenses for Lexia and Ispire to close the achievement gap for all special education students.</p> <p>Strategy's Expected Result/Impact: Increase in reading levels</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199-Local Funds - 199.11.6299.97.918.23 - \$32,810</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: SPED: Develop contractual relationships with other entities outside CISD to ensure all visually impaired special education students are successful in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase in academic performance</p> <p>Staff Responsible for Monitoring: SPED Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199-Local Funds - 199.11.6299.00.918.23 - \$24,750, - 429-Special Revenue/State - 429.31.6299.23.918.23 - \$15,800</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: C&I: Provide ongoing support for Gifted and Talented/Advanced Academic program - to include identification, student testing, professional development updates on differentiation and supplementary resources and materials.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: C&I: Monitor Student growth through using common assessment and district assessment data and conducting data digs on extended PLC afternoons.</p> <p>Strategy's Expected Result/Impact: Monitoring and evaluation forms the basis for modification of interventions and assessing the quality of activities being conducted.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Curriculum Coordinators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9: 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.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10: ALS will: Provide support to all campuses with academic tutors to improve reading, math, social studies and science scores, 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. Provide support to CHS, CMS, AMS, CE and DD with reading software to improve reading skills of ELs. Provide reading kits and training on Estrellita Spanish Reading for Pre-K to 1st. Strategy's Expected Result/Impact: Improve reading and writing skills in English and Spanish to improve scores on state exams. Staff Responsible for Monitoring: ALS Director and Title III Lead Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Students who are coded at risk generally perform behind the passing percentage of "all students" in reading. Root Cause: Programs and personnel are in place to continue to remove barriers and close educational gaps.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2021, students in grade levels 3-9 will improve math and algebra master level by 2%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR results or Benchmarks and common assessments

<p>Strategy 1: 1) C&I:ALS/Sped/Rtl/At Risk: Support campus initiatives by providing resources (materials, robots, labware, instructional materials, software and hardware, etc.) and professional development (registration fees, travel, airfare, subs) for campuses.</p> <p>Strategy's Expected Result/Impact: Increase student achievement- Teachers are utilizing and implementing all strategies acquired from training.</p> <p>Staff Responsible for Monitoring: Executive Director and Math Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Utilize Project SMART when providing summer supplemental services in mathematics to migrant students. Coordinate/provide summer supplemental services in mathematics to migrant students who are performing below grade level, including Programming & STEM opportunities for students 9-11 during the summer. Priority for Services students will be served first.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Coordinate with district resources, community resources, school resources, and other supplemental resources to support Mathematics achievement of migrant students based on disaggregated results of formal/informal assessments. Priority for Services students will be served first.</p> <p>Strategy's Expected Result/Impact: Increase student performance.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2021, seniors will be graduating College, Career, and Military Ready increasing the component score from 63 to 67.

Targeted or ESF High Priority

Evaluation Data Sources: Lists/Numbers of certifications received.

<p>Strategy 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 Strategy's Expected Result/Impact: increase industry-based certifications earned, increased enrollment #s in CTE programs and CTE completers/concentrators, travel packets (teachers) Staff Responsible for Monitoring: CTE Director/CTE Coordinator Title I Schoolwide Elements: 2.5</p>	Reviews			
<p>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. Strategy's Expected Result/Impact: EOC results, PBMAS, PD sign-in sheets & meeting agendas Staff Responsible for Monitoring: CTE Director, SPED Director, ALS Director, Executive Director of C&I Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
<p>Strategy 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. Strategy's Expected Result/Impact: Central Office Interactive Monitors, CTE Website, Counseling website Staff Responsible for Monitoring: CTE Director Title I Schoolwide Elements: 2.5</p>	Reviews			
<p>Strategy 4: Coordinate/provide migrant student graduation support and advocacy. Priority for Services students will be served first. A Migrant Mentor will coordinate with high school counselors to provide support services to students 9-12. Provide transportation to and from any migrant education events. Priority for Services students will be served first. Strategy's Expected Result/Impact: Increase on-time graduation for migrant students. Staff Responsible for Monitoring: Migrant Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2021, all campuses will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted professional development.

Targeted or ESF High Priority

Evaluation Data Sources: TTESS & SLO's report in Eduphoria, Teachers lists of Professional Development. Walkthroughs for follow ups

<p>Strategy 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</p> <p>Strategy's Expected Result/Impact: Understand the purpose of Student Learning Objectives to support teacher growth.</p> <p>Staff Responsible for Monitoring: HR- Program Director/ C & I Executive Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 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)</p> <p>Strategy's Expected Result/Impact: To provide teachers the resources and understanding of the Texas Teacher Evaluation Support System</p> <p>Staff Responsible for Monitoring: Chief of Human Resources / Program Compliance Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: HR- Will provide staff attendance reports to campuses every 9 weeks to monitor, analyze attendance percentages.</p> <p>Strategy's Expected Result/Impact: To increase teacher attendance rate ensuring growth on student performance.</p> <p>Staff Responsible for Monitoring: Human Resources/ Program Compliance Director</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: C&I: In addition to providing Professional Development opportunities, new teachers will participate in the New Teacher Induction Program with assigned mentors and differentiated PD.</p> <p>Strategy's Expected Result/Impact: Increase quality of new classroom teachers and increase retainment. PD Calendar, Mentor Agendas</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction Early Childhood/New Teacher Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 5: C&I: Provide professional development for Assistant Principals and aspiring lead teachers and campus or central office administrators.</p> <p>Strategy's Expected Result/Impact: Increase efficacy and capacity of teachers and administrators to effectively lead campuses in achieving student outcome goals.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum & Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: C&I/ALS/SPED/GT: Provide Professional Development opportunities to tutors, aides, teachers and campus/district administrators, to increase students performance based on their needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance and decrease educational gap.</p> <p>Staff Responsible for Monitoring: Administrators and Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: CREST staff development - 185-State Compensatory Education - 185.13.6499.00.916.30 - \$106.66, DAEP - Training- transforming online OLC - 185-State Compensatory Education - \$445, TCEA training - 185-State Compensatory Education - \$239, PD- OAH-History-DAEP - 185-State Compensatory Education - \$63, Region 4 training- Mathematics - 185-State Compensatory Education - \$135, Training Science- DAEP - 185-State Compensatory Education - \$120, DAEP online Region 4trg- vocab- Analyzing-SS - 185-State Compensatory Education - \$190, CASTconference- DAEP - 185-State Compensatory Education - \$140</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: C&I: Provide division with office supplies, technology equipment, furniture, postage, cell phone, mileage copier rental etc... for function of the department by supporting campuses.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 8: C&I: Curriculum and Instruction will review current programs and evaluate effectiveness and participation levels.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: Core academics performance with all sub-populations shows a decrease of achievement through STAAR, common assessments &/or benchmarks.. **Root Cause:** Need to review all performance areas by analyzing all program data for effectiveness and target Professional Development and resources to serve all students through implementation and support..

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By May 2021, CISD will provide professional development for all district employees on teaching and learning with technology, using effective social emotional skills and customer service to all our students and teachers.

Targeted or ESF High Priority

Evaluation Data Sources: Lists of professional development, sign in sheets, agendas

<p>Strategy 1: Coordinate/ provide professional development for MEP staff/mentors on the specific needs of migrant students.</p> <p>Migrant coordinator and paraprofessionals will attend migrant conference/staff development.</p> <p>Strategy's Expected Result/Impact: Stay current on Migrant Program guidelines and to better meet the specific needs of migrant students.</p> <p>Conference and professional development agendas. Surveys</p> <p>Staff Responsible for Monitoring: Migrant Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 2021, Overall, CISD will increase and monitor all student attendance rate from 94.9% to 97%.

Evaluation Data Sources: Attendance reports

<p>Strategy 1: Student Support Services: will educate students and parents on grades Pre K, 5th, 7th and 9th on the Texas Attendance Law.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Prevention Specialist</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Student Support: Provide ongoing parenting classes to improve attendance, students' behaviors and academic success.</p> <p>Strategy's Expected Result/Impact: Increase parental educational strategies to assist with students' emotional and physiological needs.</p> <p>Staff Responsible for Monitoring: Prevention Specialist</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Student Support Services: Will extend The Opportunity Academy hours to coincide with high school credit recovery to include summer session.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: At Risk Case Manager</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 185-State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify 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 of 2021, CISD will provide professional development opportunities to support all classroom teachers that focus on building relationships and effective classroom management strategies through face to face or virtual instruction which includes a bully prevention framework.

Targeted or ESF High Priority

Evaluation Data Sources: Lists of professional development / sign in sheets/ agendas

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Employees to be fully informed on their rights and responsibilities.</p> <p>Staff Responsible for Monitoring: Human Resources staff/</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: 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.</p> <p>Staff Responsible for Monitoring: Coordinated School Health (CSH) Facilitator CSH Campus Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Student Support: Coordinated school health (CSH) team action plans/calendar, district wide presentations and campus health fairs.</p> <p>Staff Responsible for Monitoring: Campus Principals, K-8 CSH teams, CSH Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Student Support: Develop and implement goals with objectives for physical education/activity programs after evaluating data collected through fitness assessments and other evaluation methods.</p> <p>Staff Responsible for Monitoring: K-12 Principals, PE teachers, CSH teams, CSH facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

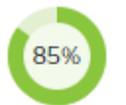
Strategy 5: Student Support Services/Social Worker: Will utilize outside community resources to address social and personal development to include coping techniques, decision making skill, handling crisis, problem solving, etc. Strategy's Expected Result/Impact: Purchase Orders, Training Certificates, Sign-in Sheets Staff Responsible for Monitoring: District Social Worker Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 50%		
 No Progress  Accomplished  Continue/Modify  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 2021, 100% of campuses will be provided with professional development on implementing and supporting "trauma and inform care" to effectively support our students and teachers . Social Emotional Learning standards (SEL) strategies and other methods of approach will be incorporated throughout this process.

HB3 Goal

Evaluation Data Sources: Trainings, # of case loads, # follow up meetings

<p>Strategy 1: Provide staff training to all campuses on trauma and inform care, suicide awareness and CPS reporting. Specifically as we now functioning in virtual environment.</p> <p>Strategy's Expected Result/Impact: Staff to have better understanding what students face specifically under this pandemic period. Its a way for our teachers and staff of responding and understanding specifically to trauma that emphasize physical, psychological and emotional safety of the student.</p> <p>Staff Responsible for Monitoring: Lead Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: We will enter partnership with outside mental health agencies for psychological and social emotional providing support services to our students.</p> <p>Strategy's Expected Result/Impact: Direct service to students mental health</p> <p>Staff Responsible for Monitoring: Lead Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Counselors will follow up with monitoring and training to support our staff on trauma and inform care, suicide awareness and CPS reporting to ensure that all students are being supported and served to meet their needs.</p> <p>Strategy's Expected Result/Impact: Our campus staff will take a proactive role to responding and understanding specifically to trauma that emphasize physical, psychological and emotional safety of the student.</p> <p>Staff Responsible for Monitoring: Lead Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  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 2021, 100% of campuses will provide the opportunity for students to participate in programs and events supporting character education, social skills development and behavior management.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Flyers, sign-in sheets, agendas, google classroom SEL lessons

<p>Strategy 1: A retreat/workshop for migrant middle school students will be conducted. Migrant students will participate in migrant specific, face to face or remote events, such as graduation summit, STEM workshop, University Tour. When necessary, students will be provided with school uniforms and graduation cap & gowns. Priority for Services Students will be served first.</p> <p>ELL and migrant students will be provided with opportunities to participate in events held at UTEP to promote character building skills and to expose students to an institution of higher education and cultural events promoting college readings and enhancing behavioral management.</p> <p>Strategy's Expected Result/Impact: Support character building and promote post-secondary education.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator ALS Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 0%	 25%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

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

Performance Objective 1: By June 2021, CISD will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

Evaluation Data Sources: flyers/ agendas/ sign in sheets

<p>Strategy 1: (CTE) The CTE Department will provide students with career academy options that meet the National Standards of Practice for Career Academies as developed by the National Career Academy Coalition.</p> <p>Strategy's Expected Result/Impact: Academy blueprints, visible marketing campaigns, academy declarations on 4yr plans</p> <p>Staff Responsible for Monitoring: CTE Director, Middle and High School Principals and Counselors, Academy Teams</p> <p>Title I Schoolwide Elements: 2.5, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Student Support Services: Conduct district level professional learning community sessions (PLCs) with all counselors with the focus on college and career readiness topics.</p> <p>(CTE) Provide support, updates, training to all district counselors concerning CTE programs & graduation endorsements.</p> <p>Strategy's Expected Result/Impact: District has a developed standardized procedure, family events, family projects to engage parents .</p> <p>Staff Responsible for Monitoring: Director of Student Support Services CTE Director Lead Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Student Support Services: Provide professional development in the areas of House Bill 5, graduation requirements, college and career readiness.</p> <p>(CTE) Coordinate/attend parent meetings to inform and disseminate HB5 & CTE information at middle & elem levels</p> <p>Strategy's Expected Result/Impact: All counselors cross-trained and provide correct and current information to parents at all levels.</p> <p>Staff Responsible for Monitoring: Directors of Student Support Services, CTE, and C & I Lead Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Associate Superintendent: Conduct district level professional learning community sessions (PLC) with all counselors.</p> <p>Strategy's Expected Result/Impact: District has a developed standardized procedure, family events, revised YAG, and creating ASCA curriculum for district wide comprehensive guidance program.</p> <p>Staff Responsible for Monitoring: Lead Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

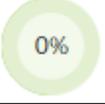
 Discontinue

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

Performance Objective 2: By May 2021, CISD will provide district-wide professional development, on how to engage parents as partners in their children's learning.

Evaluation Data Sources: Agendas/ Number of participants/ sign in sheets

<p>Strategy 1: Lone Star Academy (DAEP): Our campus will build capacity of parents to support student learners through offering a minimum of five academic/behavioral trainings during this school year.</p> <p>Strategy's Expected Result/Impact: Build a positive school connection with parents by increasing the number of contacts between the families and teachers.</p> <ul style="list-style-type: none"> -Intakes -Counselor meetings -Morning breakfast/coffee -Monthly DAEP Newsletter <p>Trainings offered through:</p> <ul style="list-style-type: none"> -Aliviane- Adrian Tovar -Prevention Specialist- Jesus Juarez <p>Staff Responsible for Monitoring: DAEP Coordinator</p> <p>DAEP Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Student Support Services: Parent liaisons and Director of SSS will attend trainings and statewide parental conference to address strategies and compliance on parent and family engagement.</p> <p>Strategy's Expected Result/Impact: Director and Parent liaisons are informed on the current updates and requirements for compliance. Provide quality services to parents based on new learning.</p> <p>Staff Responsible for Monitoring: Director of Student Support Services, parent liaisons</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Student Support Services: Recruit district parents and community members to attend Adult Literacy classes.</p> <p>Strategy's Expected Result/Impact: To increase participation numbers and provide opportunities for the CISD community.</p> <p>Staff Responsible for Monitoring: Family Literacy Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 4: Student Support Services: Provide Early Childhood Education to children whose parents participate in the Adult Literacy Program.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement.</p> <p>Prepare children for the transition into Pre-K.</p> <p>Staff Responsible for Monitoring: Family Literacy Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 5: Student Support Services/Social Worker: Provide parents with community educational presentations provided by community agencies such as Emergence Health Network, El Paso Behavioral Health Center, Federal Bureau of Investigations, etc.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, presentation handouts</p> <p>Staff Responsible for Monitoring: District Social Worker</p> <p>Funding Sources: - 185-State Compensatory Education</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 6: Student Support Services/Social Worker: Continue to develop and maintain the Family Resource Center at the Lone star Academy building to assist families and community members with personal, familial, emotional, social and psychological stressors and problems.</p> <p>Strategy's Expected Result/Impact: Families are being supported</p> <p>Staff Responsible for Monitoring: District Social Worker</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 7: Student Support Services -Executive Director of SSS and Staff will attend training to address strategies and compliance in all programs assigned to the Student Support Services Department</p> <p>Strategy's Expected Result/Impact: Executive Director and Staff are informed on current updates and requirements for program compliance. Provide quality services to parents based on new learning</p> <p>Staff Responsible for Monitoring: SS Executive Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p> <p>Problem Statements: Student Learning 3 - Perceptions 2</p> <p>Funding Sources: Restorative practices- training - 185-State Compensatory Education - \$1,800, Training- Social Wk- online - 185-State Compensatory Education - \$480, - 185-State Compensatory Education - \$900</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p>Strategy 8: Student Support Services will provide targeted support to all students and parents ensuring that resources are available to support all programs</p> <p>Strategy's Expected Result/Impact: Increase students, and parents participation for student learning by supporting families in reaching family goals</p> <p>Staff Responsible for Monitoring: SS Executive Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Problem Statements: District Processes & Programs 1, 3</p> <p>Funding Sources: 50%-Technology for student support services to effectively support students - 211-Title I-Part A - \$872, support resources for social worker for effective program to support student - 185-State Compensatory Education - \$355.96, Resources - 211-Title I-Part A - \$379.09, VITA -parent participation-items for event - 211-Title I-Part A - \$200, Computers desktops - 211-Title I-Part A - \$1,599.64</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Core academics performance with all sub-populations shows a decrease of achievement through STAAR, common assessments &/or benchmarks.. Root Cause: Need to review all performance areas by analyzing all program data for effectiveness and target Professional Development and resources to serve all students through implementation and support..</p>
District Processes & Programs
<p>Problem Statement 1: Communication and pre-planning of events for parents to participate on academics, food service, safety, graduation, and technology (internet programs). Root Cause: Campuses are always targeting transitional grades 5-6, 8-9 and senior-graduation, campuses will re-focus on all grade levels early during the year in preparation for effective transitioning to next grade level.</p> <p>Problem Statement 3: There is lack of effectiveness and inability to respond efficiently with the increase use of technology on hardware, software, virtual instruction and other pathways for instruction where resources and support may be a challenge. Root Cause: Need to have resources available, currently tech/device ration is 1:2,000 and industry STD 1:300 which is difficult to respond effectively.</p>
Perceptions
<p>Problem Statement 2: There is discipline and student behavior that will not change until adult behavior is changed on how to address situations and student cases. Root Cause : There is a need for training and implementation on Social Emotional Standards (SEL), empathy, fidelity to PBIS and understanding to provide effective resources to our teachers and staff, districtwide.</p>

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

Performance Objective 3: By May 2021, CISD will increase parent participation to expand parent engagement opportunities through monthly parental classes and trainings linked to learning.

Evaluation Data Sources: Agendas, sign in sheets, utilized resources.

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement in Migrant Parental Advisory Council (PAC) Meetings and in their kids schools Parental Advisory Council PAC meeting agendas Contact logs Surveys</p> <p>Staff Responsible for Monitoring: Migrant Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: A minimum of four Migrant PAC meetings will be conducted throughout the school year. Light snacks and materials will be available to encourage parent participation. Registration fees for parents to attend virtual conferences and parenting sessions. Transportation will be available as requested.</p> <p>Strategy's Expected Result/Impact: Increase migrant parental involvement in their children's education.</p> <p>Staff Responsible for Monitoring: Migrant Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide Parent Forums and PreK Orientation meetings to inform parents of the benefits of bilingual services via Dual Language Programs, Recruitment and training on LPAC to ensure a parent representative is part of the LPAC Committee, Home visits and calls made monthly to a minimum of two students per campus to encourage parental involvement.</p> <p>Strategy's Expected Result/Impact: Improve parental communication with teachers and administrators and increased student performance and attendance.</p> <p>Staff Responsible for Monitoring: ALS Director, Lead Teacher, EL Facilitators and LPAC aides.</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By May 2021, 100% of all campuses and departments will maintain individual websites with current and relevant information for all internal and external CISD stakeholders.

Evaluation Data Sources: Training sessions, sign in sheets, Agendas

<p>Strategy 1: (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.</p> <p>Strategy's Expected Result/Impact: Increased viewership. Additional publications and growth in our social media channels.</p> <p>Staff Responsible for Monitoring: Public Information Officer</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: (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.</p> <p>Strategy's Expected Result/Impact: All campuses and district website will be updated continuously for all viewers.</p> <p>Staff Responsible for Monitoring: PIO and campus Web managers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: (PIO) Campuses will communicate with PIO to work on any banners that campuses may requests to support a positive & promotional banner.</p> <p>Strategy's Expected Result/Impact: To showcase the great work that all campuses are doing through advertisement.</p> <p>Staff Responsible for Monitoring: PIO</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: (PIO) Campuses will be utilizing a calendar events that will be advertised to the community and specific shareholders to encourage participation in all events.</p> <p>Strategy's Expected Result/Impact: To share all campus events with community and encourage participation in all occasions.</p> <p>Staff Responsible for Monitoring: PIO & Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By May 2021, CISD will reduce the administration ratio from 10.53 to 10.0, communicating to stakeholders the support administration provides to campuses.

Evaluation Data Sources: Reports, Sign in sheets, agendas

<p>Strategy 1: FINANCE: Finance will review personnel and operating budgets for the necessity of reclassification and/or budget cuts to reduce administrative ratio.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer, Director of Finance and Staff Accountant</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: FINANCE: Finance Department will monitor all budget amendments to stay within the parameters of the administrative ratio.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer, Director of Finance and Staff Accountant</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 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 to provide effective support to our campuses and students.</p> <p>Strategy's Expected Result/Impact: Ensure that all updated changes at State and Federal level are implemented to ensure student success in their growth of learning to meet academic achievement. Promote a motivated, skilled and effective workforce through which organizational goals could be achieved.</p> <p>Staff Responsible for Monitoring: Director of Financial Services, External Funding Coordinator, and Director of Program Compliance</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Conference training ACET - 185-State Compensatory Education - 185.21.6499.00.916.24 - \$375</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: FINANCE/COMPLIANCE- Provide opportunities for district/ campus personnel to access resources needed to effectively support student, parent and community growth ensuring student success.</p> <p>Strategy's Expected Result/Impact: Ensure that access to resources is implemented for student success in their growth of learning & meet academic achievement. Promote a motivated, skilled and effective workforce through which organizational goals could be achieved.</p> <p>Staff Responsible for Monitoring: Director of Financial Services, External Funding Coordinator, and Director of Program Compliance</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Core academics performance with all sub-populations shows a decrease of achievement through STAAR, common assessments &/or benchmarks.. **Root Cause:** Need to review all performance areas by analyzing all program data for effectiveness and target Professional Development and resources to serve all students through implementation and support..

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.00.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,249.00
185.11.6112.13.923.28	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$375.00
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
185.11.6117.05.923.28	6117 Career Ladder - Locally Defined	\$701.00
185.11.6117.40.699.30	6117 Career Ladder - Locally Defined	\$78,355.00
185.11.6117.32.920.30	6117 Homebound - Locally Defined	\$200.00
185.11.6117.05.923.28	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$701.00
185.11.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$337,260.00
185.11.6119.32.920.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,080.00
185.11.6119.35.918.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,812.00
185.13.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$47,269.00
185.13.6119.35.918.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$11,953.00
185.21.6119.00.916.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$25,453.00
185.31.6119.00.923.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,232.00
185.32.6119.00.920.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$130,343.00
185.11.6128.40.699.30	6128 Overtime Pay - Locally Defined	\$5,000.00
185.11.6129.00.923.28	6129 Salaries or Wages for Support Personnel	\$36,200.00
185.11.6141.00.923.28	6141 Social Security/Medicare	\$5,415.00
185.11.6141.10.699.30	6141 Social Security/Medicare	\$1,599.00
185.11.6141.13.923.28	6141 Social Security/Medicare	\$38.00
185.11.6141.35.918.24	6141 Social Security/Medicare	\$693.00
185.11.6141.96.916.30	6141 Social Security/Medicare	\$30.00
185.11.96141.32.920.30	6141 Social Security/Medicare	\$813.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.13.6141.00.916.24	6141 Social Security/Medicare	\$685.00
185.13.6141.35.918.24	6141 Social Security/Medicare	\$173.00
185.13.6142.35.918.24	6141 Social Security/Medicare	\$1,497.00
185.21.61441.00.916.24	6141 Social Security/Medicare	\$369.00
185.31.6141.00.923.28	6141 Social Security/Medicare	\$902.00
185.32.6141.00.920.24	6141 Social Security/Medicare	\$1,890.00
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
185.11.6142.35.918.24	6142 Group Health and Life Insurance	\$5,990.00
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	\$14,974.00
185.11.6143.00.923.28	6143 Workers' Compensation	\$1,755.00
185.11.6143.13.923.28	6143 Workers' Compensation	\$15.00
185.11.6143.32.920.30	6143 Workers' Compensation	\$264.00
185.11.6143.35.918.24	6143 Workers' Compensation	\$225.00
185.11.6143.40.699.30	6143 Workers' Compensation	\$5.00
185.11.6143.96.916.30	6143 Workers' Compensation	\$15.00
185.13.6143.00.916.24	6143 Workers' Compensation	\$222.00
185.13.6143.35.918.24	6143 Workers' Compensation	\$56.00
185.21.6143.00.916.24	6143 Workers' Compensation	\$120.00
185.31.6143.00.923.28	6143 Workers' Compensation	\$292.00
185.32.6143.00.920.24	6143 Workers' Compensation	\$613.00
185.11.6145.32.920.30	6145 Unemployment Compensation	\$51.00
185.11.6145.35.918.24	6145 Unemployment Compensation	\$44.00
185.11.6145.40.699.30	6145 Unemployment Compensation	\$102.00
185.11.6145.96.916.30	6145 Unemployment Compensation	\$2.00
185.13.6145.00.916.24	6145 Unemployment Compensation	\$43.00
185.13.6145.35.918.24	6145 Unemployment Compensation	\$11.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.21.6145.00.916.24	6145 Unemployment Compensation	\$23.00
185.31.6145.00.923.28	6145 Unemployment Compensation	\$57.00
185.32.6145.00.920.24	6145 Unemployment Compensation	\$60.00
185.11.6146.00.923.28	6146 Teacher Retirement/TRS Care	\$8,871.00
185.11.6146.32.920.30	6146 Teacher Retirement/TRS Care	\$1,119.00
185.11.6146.35.918.24	6146 Teacher Retirement/TRS Care	\$1,138.00
185.11.6146.40.699.30	6146 Teacher Retirement/TRS Care	\$824.00
185.13.6146.00.916.24	6146 Teacher Retirement/TRS Care	\$355.00
185.13.6146.35.918.24	6146 Teacher Retirement/TRS Care	\$285.00
185.21.6146.00.916.24	6146 Teacher Retirement/TRS Care	\$191.00
185.31.6146.00.923.28	6146 Teacher Retirement/TRS Care	\$2,333.00
185.32.6146.00.920.24	6146 Teacher Retirement/TRS Care	\$4,236.00
185.11.6149.00.923.28	6149 Employee Benefits	\$4,680.00
185.11.6149.32.920.30	6149 Employee Benefits	\$748.00
185.11.6149.35.918.24	6149 Employee Benefits	\$599.00
185.11.6149.40.699.30	6149 Employee Benefits	\$1,654.00
185.13.6149.00.916.24	6149 Employee Benefits	\$756.00
185.13.6149.35.918.24	6149 Employee Benefits	\$150.00
185.21.6149.00.916.24	6149 Employee Benefits	\$407.00
185.31.6149.00.923.28	6149 Employee Benefits	\$598.00
185.32.6149.00.920.24	6149 Employee Benefits	\$1,390.00
6100 Subtotal:		\$997,117.00
6200 Professional and Contracted Services		
185.11.6269.00.912.24	6269 Rentals - Operating Leases	\$500.00
185.11.6269.00.920.30	6269 Rentals - Operating Leases	\$132.00
185.11.6269.00.923.28	6269 Rentals - Operating Leases	\$2,934.00
185.11.6269.32.920.30	6269 Rentals - Operating Leases	\$132.00
185.21.6269.00.912.24	6269 Rentals - Operating Leases	\$800.00
185.32.6269.00.920.24	6269 Rentals - Operating Leases	\$264.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6299.00.916.30	6299 Miscellaneous Contracted Services	\$45,000.00
185.32.6299.00.920.24	6299 Miscellaneous Contracted Services	\$1,000.00
6200 Subtotal:		\$50,762.00
6300 Supplies and Services		
185.11.6329.00.920.26	6329 Reading Materials	\$400.00
185.11.6329.00.923.28	6329 Reading Materials	\$500.00
185.11.6329.32.920.30	6329 Reading Materials	\$500.00
185.32.6329.00.920.24	6329 Reading Materials	\$780.00
185.11.6339.00.920.26	6339 Testing Materials	\$550.00
185.11.6397.00.923.28	6397 Other Equipment - Locally Defined	\$3,704.00
185.11.6398.00.920.26	6398 Computer Supplies/Software - Locally Defined	\$9,708.00
185.11.6398.00.923.28	6398 Computer Supplies/Software - Locally Defined	\$9,041.00
185.11.6398.32.920.30	6398 Computer Supplies/Software - Locally Defined	\$2,857.00
185.31.6398.00.923.28	6398 Computer Supplies/Software - Locally Defined	\$863.00
185.32.6398.32.920.24	6398 Computer Supplies/Software - Locally Defined	\$1,086.00
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	\$900.00
185.11.6399.00.923.28	6399 General Supplies	\$4,395.00
185.11.6399.32.920.30	6399 General Supplies	\$800.00
185.11.6399.35.918.30	6399 General Supplies	\$7,000.00
185.11.6399.40.916.30	6399 General Supplies	\$11,000.00
185.11.6399.40.920.26	6399 General Supplies	\$350.00
185.31.6399.00.923.28	6399 General Supplies	\$250.00
185.32.6399.00.920.24	6399 General Supplies	\$316.00
6300 Subtotal:		\$62,000.00
6400 Other Operating Costs		
185.11.6411.89.920.30	6411 Employee Travel	\$300.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
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	\$11,700.00
185.21.6411.00.916.24	6411 Employee Travel	\$7,000.00
185.21.6411.00.923.28	6411 Employee Travel	\$2,600.00
185.32.6411.00.920.24	6411 Employee Travel	\$4,000.00
185.32.6411.32.920.24	6411 Employee Travel	\$2,000.00
185.32.6411.89.920.24	6411 Employee Travel	\$1,200.00
18531.6411.00.923.28	6411 Employee Travel	\$1,300.00
185.11.6494.00.923.28	6494 Reclassified Transportation Expenses	\$500.00
185.11.6494.32.920.30	6494 Reclassified Transportation Expenses	\$225.00
185.11.6499.00.923.28	6499 Miscellaneous Operating Costs	\$400.00
185.11.6499.32.920.30	6499 Miscellaneous Operating Costs	\$100.00
185.13.6499.00.916.30	6499 Miscellaneous Operating Costs	\$1,633.00
185.13.6499.00.920.30	6499 Miscellaneous Operating Costs	\$150.00
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	\$440.00
6400 Subtotal:		\$46,848.00

Title I Schoolwide Elements

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 educational 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 stregeically 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 adminsitators
- 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 that 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 identifies essential components according to best practices that have been successful within our district.

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

- Parent Leadership Team
- District and campus leadership team
- Campus teachers and staff

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

Stakeholders involved in DAC meeting are the following:

Teachers/Paraprofessionals

District Staff

Parents

Community members

District Personnel

Leadership

2.2: Regular monitoring and revision

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

Meetings at district 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 minimum 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 monitoring 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 child's 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.