

Community Independent School District
**Community Independent School District Improvement Plan
2024/2025**



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Mission Statement

In partnership with an engaged community, we will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated and everyone is valued.

Vision

Inspiring students, staff and the community to believe, lead, unite and excel.

Core Beliefs

We believe that **success** is non negotiable.
We provide a **safe** and **caring** learning environment.
We make **decisions** driven by data.
We invest in positive **relationships**.
We value **trust** and expect **honesty**.
We are **transparent** and embrace **accountability**.

Traits of a Brave

Generous
Passionate
Humble
Wise

Community Independent School District Site Base

Name	Position
Meek, Julie	Executive Director Special Programs
Ladd, Bryan	Assistant Superintendent C&I
Heflin, Nathan	Assistant Superintendent of Operations
Fox, Jill	Classroom Teacher
Webb, Kimberly	Classroom Teacher
Swain, Tiffany	Campus Administrator
Hill, Ang	Parent
Nix, Kristie	Parent
Womack, Courtney	Business Representative
Rodriguez, Natalie	Business Representative
Cash, Kristin	Teacher
Tindall, Elizabeth	Teacher
Solis, Margarita	Assistant Principal
Helms, Jamey	Counselor
Sharkey, Hannah	Teacher
Clayton, Kathryn	Teacher
Scott, Madison	Teacher
Gann, Alan	Teacher
Roberts, Erin	Teacher
Murphy, Brandee	Teacher
Bailey, Jennifer	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Community is a rapidly growing district, over 700 new students have enrolled for the 2024-2025 school year. Enrollment has trended up over the last several years. The TAPR reports show an enrollment of 2743 in October of 2020 and 3335 in October of 2021. Our end of 2023-2024 enrollment was

With the growing student population, our staff is also growing. Our 2024-2025 staff count is just over 730 employees.

Our district is also becoming more diverse with double digit growth in our African American and Hispanic populations.

Demographics Needs

CISD has seen our Special Education population grow from 312 in October of 2020 to 598 in May of 2023 and 680 in May of 2024. It is a challenge to hire and train the staff necessary to meet the needs of this growing population.

The district has an average years of experience for principals of 2.0 years.

Demographics Summary

Community ISD is a semi-rural public school district located in Collin County, Texas. Community ISD serves 4 different communities (Nevada, Josephine, Copeville, and Lavon). CISD operates 8 campuses, of which 5 are elementary, and 3 are secondary. Community ISD serves approximately 5100 students. Our student population is 38% Hispanic, 39.7% White, and 16% African American. 51.6% of our students are economically disadvantaged.

Student Achievement

Student Achievement Strengths

CISD uses a data disaggregation tool, DMAC. Teachers and administrators use the reports to determine academic weaknesses and academic strengths in order to better meet students academic needs.

Professional Learning Community (PLCs) are established at each campus and meet on a weekly basis to discuss student achievement.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

From most recent TAPR report:
Social Studies showed growth.
Gifted and Talented identification numbers increased.

Overall district attendance rate went up from 91% in 2022-2023 to 93.77% in 2023-2024.

Student Achievement Weaknesses

Academic Growth and Student Achievement were low across the district, but math performance was especially low.

African American students performed significantly lower than the "all students" group in various subjects, particularly in elementary and middle school.

Emergent bilingual students' performance was lower than the "all students" group in various subjects at secondary campuses.

Students in special education or At Risk groups performed significantly lower in various subjects district-wide.

Writing scores could use improvement district-wide.

Student Achievement Needs

Problem Statement 1 (Prioritized): There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. **Root Cause:** Need to increase the quality of Tier 1 instruction in the classroom so that it reaches all students.

Problem Statement 2 (Prioritized):

There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** Need to increase the quality of Tier I instruction in the classroom so that it reaches all students.

Comprehensive Needs Assessment

Student Achievement Summary

Focused and intentional data analysis is a fundamental process of CISD. We will continue to utilize the Professional Learning Community (PLC) process to strengthen instruction. We use Texas Academic Performance Report (TAPR), STAAR, and EOC reports as a source of data to discern needs and strengths.

The campus leadership team meets with their teaching staff in collaborative meetings to review student progress and to discuss areas of need by looking at data. Curriculum checks and the collaboration meetings have raised expectations of having conversations about individual students. Intervention groups are created based on student performance. Each campus has a designated intervention time in the daily schedule.

School Culture and Climate

School Culture and Climate Strengths

There is a great sense of pride in CISD. Many events are held community wide and are well attended. For example, Homecoming parade, football game and festivities, Back to School Bash and The Carnival in the Classroom event, hosted by the Education Foundation.

Based on our Spring 2023 staff survey results, staff members have a sincere concern for one another and also feel there is a great deal of cooperation among staff members.

School Culture and Climate Summary

District Culture and Climate Summary

CISD strives to build a culture that is positive and where all stakeholders are valued. We continue to empower our students with not only the latest technology as 21st century learners, but also positive character traits to be good citizens in our community. CISD continues to host multiple opportunities throughout the school year to promote a welcoming partnership between campuses, students, and community members.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

CISD Hosts our own job fair in February to recruit quality educators and staff members. We will have Teachers meet in PLCs on a weekly basis to discuss instructional strategies, data, and need of the students.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

We offer many opportunities for staff to be involved in decision making and give input in the the form of committees across campuses and across the district.

Quality and timely staff development is offered to staff.

We offer a competitive compensation package along with a 4 day work week.

Staff Quality, Recruitment and Retention Needs

Problem Statement 1 (Prioritized): It is a challenge to attract highly qualified special education teachers statewide. **Root Cause:** There is a shortage in special educations teacher statewide.

Staff Quality, Recruitment and Retention Summary

Community ISD will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district goals. We continue to monitor district and campus level data to develop systems of support that prepare every member of CISD organization to be a highly productive and value-adding members of the team. Staff exit surveys were completed to provide timely feedback and data for exiting the district.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Instructional Coaches assigned at each campus to work with teachers in the elementary and secondary classrooms to promote effective practices and increase the effectiveness of Tier 1 instruction. Reading and Math Interventionists serve students at each elementary campus. We employ 2 Gifted and Talented teachers to service students in elementary.

DMAC program is used to track student data. The district uses Edgenuity, TEKS Resource System and aligned supplemental resources.

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

Problem Statement 1 (Prioritized): There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. Root Cause: An increase in academic rigor is needed to achieve the highest performance levels.

Problem Statement 2 (Prioritized): There is a gap in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. Root Cause: Students in the these categories have additional obstacles to overcome.

Curriculum, Instruction and Assessment Summary

The Curriculum and Instruction Department is under the direction of the Chief of Learning. The department works to establish and refine effective tools for teachers to use along with the TEKS Resource System curriculum to motivate and actively engage all students.

Family and Community Involvement

Family and Community Involvement Strengths

Staff members collaborate, partner, and communicate with parents through phone calls, conferences , e-mail, website, and informative meetings in a language best understood by parents. Facebook and twitter have been incorporated into our communication process with parents. The District employs two Licensed Professional Counselors to provide mental support for students and serve as a liaison for outside services.

Every independent school system is required by law to have a School District Health Advisory Council (SHAC), of which the majority of members must be parents who are not employed by the school district. The mission of CISD's SHAC is to advise and advocate to the CISD School Board of Trustees and Administration that our children are provided with accurate, relevant, and age appropriate educational programs that will motivate them to live healthy, happy, and productive lives.

Family and Community Involvement Needs

As we grow, there is a need to bring new families in to be a part of Brave Nation through Community Events.

Family and Community Involvement Summary

There are many forms of parent involvement within CISD. The district has some very active parent groups including booster clubs, PTA/PTO, site-based teams, and volunteers. CISD staff members communicate with parents and community members through many different avenues which include phone calls, e-mail, website, blogs, Twitter, school messenger, and Facebook.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

District has our own Police Department, employing 11 officers. With growing enrollment, attendance and boundaries are monitored and changing as campuses open. Community input is valued and gained through multiple community wide committees such as, Bond committee, District Improvement Committee, Superintendent Committee, to name a few.

School Context and Organization Summary

Community ISD district leaders, campus leaders, and support staff work in collaboration with teachers to ensure that all students are provided with a safe, student-centered learning environment that is conducive to learning. The collaboration between our district and community stakeholders further ensures that our students have the resources and necessary support to achieve their personal goals.

Technology

Technology Strengths

CISD provides Internet access to all campuses and departments. Parents of CISD students can access their child's grades and attendance information via Skyward. Our Educational Technology Specialist works with the Instructional Coaches and teachers by offering various trainings to assist with integrating technology into the classroom.

Technology Summary

The Technology Department provides technical support, training, and technology resources to the school district under the supervision of the Director of Technology. Our district provides one to one devices in grades PreK-12 for all students.

Priority Problem Statements

Problem Statement 1: There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

Root Cause 1: Students in the these categories have additional obstacles to overcome.

Problem Statement 1 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 2: There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels.

Root Cause 2: An increase in academic rigor is needed to achieve the highest performance levels.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 3: There is a challenge to attract highly qualified bilingual and special education teachers statewide.

Root Cause 4: There is a shortage of bilingual and special education teacher statewide.

Problem Statement 4 Areas: Student Achievement - Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goal
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- iReady Diagnostic Assessments
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Community Independent School District

- Goal 1.** The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.
- Objective 1.** Increase the number of students achieving meets and masters across all areas as evidenced by state performance standards and the number of academic distinctions received by the campuses and district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Administer common unit assessments (quizzes and exams) twice per nine weeks by grade and subject to collect data.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and increased teacher performance (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Principals, Classroom Teachers, Curriculum Coordinators</p>	<p>August to May</p>	<p>(S)6399 General Supplies</p>	<p>Criteria: Assessment Results</p>
<p>2. Support EB learners by implementing a locally modified Gomez and Gomez one- way dual language program in PreK-5th grade.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,EB) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Bilingual Classroom Teachers, Bilingual/ESL Coordinator, Campus Principals, Chief Learning Officer</p>	<p>August to May</p>		<p>Criteria: Student Assessment Results Teacher walk through and evaluation data</p>
<p>3. Administer benchmarks based on released STAAR and provide intervention based on scores.</p> <p>Strategy's Expected Result/Impact: Increased student achievement (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Principals, Classroom Teachers</p>	<p>August to May</p>		<p>Criteria: Student Assessment Results</p>
<p>4. Each elementary campus will have a Reading Interventionist and a Math Interventionist to provide supplemental support to students needing intervention. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)</p>	<p>Campus Administration</p>	<p>August to May</p>		<p>Criteria: Assessment Results</p>
<p>5. Each campus employs a Campus Instructional Coach to support teachers in improving Tier 1 instruction in the classroom;</p>	<p>Campus Administration, Instructional Coaches</p>	<p>Aug - May</p>	<p>(F)Title I - \$238,519</p>	<p>Criteria: Assessment Data</p>

Community Independent School District

Goal 1. The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. Increase the number of students achieving meets and masters across all areas as evidenced by state performance standards and the number of academic distinctions received by the campuses and district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
aimed at improving academic performance. 90% of their time will be spent on Instruction. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: H,W,AA,ECD,BI,Migrant,EB,SPED,AtRisk,FC,HS,504) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.2,5.3)				
6. Instructional Coaches will oversee implementation and provide training for iReady on each campus. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,4,4.1,5,5.1,5.3)	Administrative Team, C&I Department, Instructional Coaches	August to May		Criteria: iReady assessment data, usage reports

Community Independent School District

- Goal 1.** The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.
- Objective 2.** The district will provide staff development that has a positive impact on student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to hold effective Professional Learning Community "PLC" time weekly by grade level/department to discuss data and monitor progress of each student. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Campus Principals, Department Chairs, Grade Level Team Leaders, Instructional Coaches	August to May		Criteria: Student Assessment Results Notes from PLC meetings
2. Provide teacher professional development opportunities on work Fridays that support teachers in creating and delivering rigorous lessons with high levels of student engagement. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,5.2)	Administrative Team, Instructional Coaches	August to May	(F)Title II	Criteria: Student Assessment Results Teacher walk through and evaluation data Teacher Surveys
3. Continue to implement Capturing Kids Hearts through trainings throughout the district to focus on transformational processes in classrooms and on campuses to positively impact student achievement. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)	Administration, All teachers, Campus Administration	August to May	(F)Title II, (F)Title IV	Criteria: End of year Assessment Results and End of year staff survey results

Community Independent School District

- Goal 1.** The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.
- Objective 3.** The district will reduce the achievement gap between all students and all sub groups by at least 5% as measured by STAAR/EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each campus will have a built in time to provide intervention for students that is targeted by skill. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: AA,ECD,BI,ESL,Migrant,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,4,4.1,5,5.1,5.2,5.3)	Campus Administration, Instructional Coaches	August to May		Criteria: Assessment data
2. Elementary campuses will employ a reading interventionist and a math interventionist to work with students individually or in small groups. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,3,5)	Campus Principals, Instructional Specialists	August to May		Criteria: Assessment Data

Community Independent School District

Goal 2. The District shall recruit, hire, train, and retain highly effective and quality teachers.

Objective 1. Increase recruitment and training of staff that would yield an 85% or higher retention rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue Mentor program for novice, new teachers, or those identified as needing additional support, time, and tools needed to be a successful teacher. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,5,5.2)	C&I Department, Campus Administration	August to May		Criteria: Teacher Survey Teacher walk through data
2. Host job fair in CISD. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Campus Administration, Director of Human Resources, Superintendent	March 23, 2024		Criteria: New hire survey Annual Staff Retention Report Survey results from job fair
3. Continuation of 4 Day week for staff and students. (Target Group: All) (Strategic Priorities: 1)	Administration, All Staff	August to May		Criteria: Assessment data, Parent and Staff Survey data

Community Independent School District

Goal 3. The District will maintain a safe and orderly environment.

Objective 1. In the 2023-2024 school year the district will continue to maintain a comprehensive District-Wide Emergency Operations Plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will have at least one officer housed at each campus. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.1,3.4)	Campus Principals, CISD Police Department and Chief of Police, Superintendent	Year Round		Criteria: Data collected by Chief of Police
2. Use of comprehensive district and campus crisis plans, and conduct safety and security audits and drills to support the safety of all. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Campus Administration, Chief of Police	August to May		Criteria: District/Campus Crisis Plans Campus Incident Monthly Reports Report of Drills

Community Independent School District

Goal 3. The District will maintain a safe and orderly environment.

Objective 2. Reduce the number of discipline referrals by 2% in the 2022-2023 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop positive strategies at each campus that address a prevention plan that will decrease PEIMS discipline referrals that result in an off-campus placement by 2% annually. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Campus Administration, Counselors	August to May		Criteria: Skyward Discipline Reports Principal Feedback
2. Continue with implementation of Capturing Kids Hearts program district wide. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	Campus Principals & Assistant Principals, Classroom Teachers, Superintendent	August to May		Criteria: Skyward Discipline Reports Staff Survey

Community Independent School District

Goal 3. The District will maintain a safe and orderly environment.

Objective 3. Increase attendance rate for district to 95%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District will recognize the campus with the highest attendance rate each month at the School Board Meeting. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Administration, Campus Principals	August to May		Criteria: Daily attendance rate
2. Each campus will implement Truancy protocols with fidelity and will utilize truancy prevention measures. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3)	Campus Administration	August to May		Criteria: Daily attendance rates

Community Independent School District

Goal 4. The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Objective 1. A budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement goals of the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to achieve highest rating possible on FIRST rating and pass each indicator in the rating system. Strategy's Expected Result/Impact: FIRST Rating Determined by TEA (Target Group: All)	Chief Financial Officer, Superintendent	August to May		Criteria: TEA First Rating Report
2. Review the annual audit and remain in a favorable financial position as determined by the annual audit. (Target Group: All)	Auditors, Chief Financial Officer, School Board, Superintendent	August to May		Criteria: Annual Audit Report
3. Maintain appropriate fund balance while meeting the needs of the district. (Target Group: All)	Chief Financial Officer, School Board, Superintendent	August to May		Criteria: Adopted Budget
4. Develop an effective budget meeting the needs of students that addresses the growth of the district. (Target Group: All)	Campus Principals, Chief Financial Officer, Directors, School Board, Superintendent	August to May		Criteria: Adopted Budget Enrollment Reports

Community Independent School District

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of Community ISD.

Objective 1. Continue to maximize parent and community involvement by holding events district wide as well as at each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Effectively use technology and various forms to communicate with the community; including website, newsletters, zoom, google meets, twitter, Facebook, and Instagram in both English and Spanish. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Campus Principals, Campus Webmasters, Director of Public Relations, Director of Technology	August to May		Criteria: End of year parent survey
2. Hold district wide family events. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All) (ESF: 3,3.3,3.4)	Campus Administration, Director of Public Relations, District Administration	August to May		Criteria: End of year parent survey
3. Provide information to parents, regarding awareness and strategies to recognize sexual abuse or other maltreatment, early mental health intervention, suicide intervention, and ways to seek professional guidance. (Target Group: All) (ESF: 3,3.3,3.4)	Campus Administration, Counselors, Director of Special Programs	August to May		Criteria: End of year parent surveys
4. Provide alternate avenues for parents and families to engage in campuses and district activities. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3)	Administrative Team, Campus Administration	August to May		Criteria: End of year parent survey
5. District and Campuses will plan activities that comply with ESSA Title I, Part A Requirements. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All) (ESF: 3)	Administration, Campus Administration	August to May		Criteria: End of year parent survey
6. Campuses will hold parent conference nights for parents to meet with teachers to hear about their child's progress. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3)	All teachers, Campus Administration	August to May		Criteria: Sign in sheets from conferences, Parent surveys

Community Independent School District

Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. The district will survey parents and other stakeholders following district wide events to measure satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Following all district wide family engagement events, the district will survey parents and other event goers to seek feedback on their satisfaction with the event and how well it met their needs. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (ESF: 3)	Administrative Team	August to May		Criteria: End of year survey data

Community Independent School District

Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 2. The district will survey staff and parents at the end of the year to measure organizational effectiveness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop and implement a district wide staff and parent survey that will measure the effectiveness of the overall systems and communication of the district. (Target Group: All)	Administration	May 2024		Criteria: End of year survey results

State Compensatory

Resource	Source	Budget Code	Amount
6141 Social Security and Medicare	State	199-11-6141-00-998-6-30-0-00	\$1,850.04
6141 Social Security/Medicare	State	199-11-6141-00-998-6-24-0-00	\$3,372.13
6142 Group Health and Life Insurance	State	199-11-6142-00-998-6-24-0-00	\$14,037.35
6142 Group Health/Life Insurance	State	199-11-6142-00-998-6-30-0-00	\$7,701.28
6143 Workers' Compensation	State	199-11-6143-00-998-6-24-0-00	\$1,514.65
6143 Workers' Compensation	State	199-11-6143-00-998-6-30-0-00	\$830.98
6144 Teacher Retirement/TRS Care - On Behalf Pay	State	199-11-6144-00-998-6-24-0-00	\$14,283.13
6144 Teacher Retirement/TRS Care -On Behalf Pay	State	199-11-6144-00-998-6-30-0-00	\$7,836.12
6146 Teacher Retirement/TRS Care	State	199-11-6144-00-998-6-24-0-00	\$6,110.91
6146 Teacher Retirement/TRS Care	State	199-11-6146-00-998-6-30-0-00	\$3,352.62
6149 Employee Benefits	State	199-11-6149-00-998-6-24-0-00	\$254.32
6149 Employee Benefits	State	199-11-6149-00-998-6-30-0-00	\$139.52
6218 Professional Services - Locally Defined	State	199-93-6492-00-999-6-24-0-00	\$66,000
6218 Professional Services - Locally Defined	State	199-93-6492-01-999-6-24-0-00	\$30,962
6299 Miscellaneous Contracted Services	State	199-11-6299-00-998-6-24-0-00	\$21,635.84
6399 General Supplies	State	199-11-6399-00-998-6-24-0-00	\$15,000
Salaries or Wages - Teachers and Other Professions	State	199-11-6119-00-998-6-24-0-00	\$219,632.51
Salaries/Wages - Teacher and Other Professions	State	199-11-6119-00-998-6-30-0-00	\$120,496.44