



Cameron Elementary School Campus Improvement Plan

2019-2020

11/11/2019

Date of School Board Approval

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

District Vision Statement

Students will take intellectual risks and set personal goals.

Students will experience a diverse education to include the arts, character development, and physical activities.

Students will effectively use technology as a learning resource.

Students will exhibit confidence, adaptability, strong character, and balance in life.

Students will graduate with the prerequisite skills needed for post-secondary entry, military qualification, and/or workforce entry.

District Mission Statement

The Cameron Independent School District, in partnership with parents and community, will provide a quality education for all of our students, empowering them to pursue productive and fulfilling lives in an ever-changing, interdependent world.

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in the education of their children.
2. Students will be encouraged and challenged to meet their full educational potential.
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
9. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
10. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
11. The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Cameron Independent School District, Cameron Junior High School, conducted a comprehensive needs assessment based on TAPR data such as STAAR performance, attendance rates, dropout rates, CTE certification completion, TSI data, and SAT/ACT data. In addition, for general education and for special programs, the data was disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating STAAR data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2018-2019 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2019-2020 district and campus improvement plans include all identified priority needs.

CAMERON ISD/Cameron Junior High NEEDS ASSESSMENT 2019-2020

- The district has not been successful in finding bilingual-certified teachers to serve the bilingual population at the required grade levels to implement the bilingual program.
- Create an Emergency Operations Plan
- Update the Dyslexia Plan for the district
- Create a College, Career, & Military Readiness Plan for the district
- Update the School Health Advisory Council plan to include education on suicide awareness and vaping/tobacco.
- Establish a digital citizenship education program for PK-12.
- Update the Literacy plan to meet the requirements of the new Reading Proficiency Plan expectations.
- Create a Math Proficiency Plan
- Increase incentives and expectations for students with chronic attendance issues.
- Increase student achievement to above the state average in the meets level.
- Increase student performance in the sub-pops from below average in the approaches and meets levels.
- Increase student performance for EL students participating in the bilingual program on the STAAR and TELPAS to above the state average.
- Increase STAAR scores for student performing below state average and district cohort groups.
- Continue to utilize the family liaisons to work with students and parents.
- Increase understanding and use of the backwards design process of lesson planning.
- Align RTI process with universal screener, data, and progress monitor tools.
- Implement TEKS Resource System unit assessments in appropriate grade levels.
- Continue to work on increasing the rigor of lesson planning for tier I instruction.
- Establish an alignment of resources used across the district in connection to state TEKS.
- Continue PLCs and increase effectiveness of team and vertical planning.
- Establish a page on the website that offers assistance and guidance to parents in regard to homework and resources available to Cameron ISD students.
- Establish a school safety survey for staff and students.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of limited English proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title I, Part A \$457,750</i>
<i>Title I, Part C (Migrant) N/A</i>
<i>Title II, Part A (TPTR) \$60,725</i>
<i>Title IV \$28,137</i>
<i>Carl Perkins \$25,135</i>
State Programs/Funding Source
<i>Career/Technology Education \$1,077,919</i>
<i>State Compensatory Education \$1,784,214</i>
<i>Gifted/Talented \$50,627</i>
<i>Special Education \$828,857</i>
<i>Bilingual/ESL Program \$95,054</i>
<i>High School Allotment \$127,876</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 1: All students and each accountability group will meet or exceed 80% passing rates for each test taken.

Summative Evaluation: STAAR results will show that all students and each accountability group exceeded 80% passing rate for all State tests.

Data 2018-2019	All Students	Hispanic	White	African American	American Indian	Asian	Two Or More Races	ED	EL	Spec. Ed.
% Approaches Standards and Above All Subjects	76%	74%	85%	62%			100%	72%	77%	34%
Meets Standard or Above	42%	39%	54%	25%			76%	37%	42%	24%
Masters Standard	20%	18%	29%	9%			24%	15%	20%	8%

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
District staff will disaggregate & analyze STAAR data, unit assessments & benchmark data for each testing area & focus on objective weaknesses below 80% mastery for all students including, at-risk, EL, migrant, CTE, dyslexia, GT, & SPED.	Core subject teachers curriculum coordinators principals Assistant Supe.	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis.	Improved six weeks' grades Reduced failure rate Improved performance on State assessments.
Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan	Teachers Principals Curriculum Coordinators	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis	Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment

	Superintendents				
Campuses will use DMAC & Lead4Ward to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective specific assessments.	Teachers Principals Curriculum Coordinators Superintendents	Every six weeks and at the end of each unit.	State and Local Funds	DMAC & Lead4Ward data will be discussed at PLC's. Principal and C&I Coordinators will confirm DMAC & Lead4Ward usage.	Improved performance on identified deficient objectives.
Ensure prof. development plans are meaningful & relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with the campus principal in developing an individual professional development plan. Each CAC will include professional development needs in the campus plans. Each campus principal will submit a "needs driven" prof. development plan to the superintendent for budgetary considerations.	Teachers Principals Curriculum Coordinators Superintendents	By August 1 st 2019.	Federal, State and Local Funds. (Title II A- \$60,725)	Each principal will require appropriate individualized professional development plans for each instructor. The calendar will be developed to include the two "Comp Days."	Teachers will improve their content knowledge and or instructional effectiveness.
Maintain district teacher / student ratio below state average and satisfy 22:1 requirement for elementary grades.	Principals Superintendents School Board	Weekly	State and Local Funds	Principal will monitor to ensure 22:1.	Improved student performance due to smaller class size.
Establish a walkthrough process for T-TESS, utilizing DMAC.	Teachers Principals Curriculum Coordinators	Daily, Weekly	State and Local Funds	Principals and Directors of C&I are using Eduphoria to conduct walkthroughs.	Principals will be able to collect and organize walkthrough data systematically. Principals will be able to

	Superintendents				provide valuable feedback to instructors regarding walkthroughs.
Strategies to improve the Reading Intervention & Dyslexia Program: * Review / revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders. * Utilize district language specialist for dyslexia pullout program. * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Use Dyslexia Pull out program.	Teachers Principals Curriculum Coordinators Superintendents Dyslexia Specialists	Every six weeks and at the end of each unit. Annually	State and Local Funds	District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed and instruction is individualized and research based.	Dyslexic identified students' needs will be met with an individualized plan and pull out program. Dyslexic student's performance on relevant assessments will improve.
Strategies to improve the 504 program: * Review / revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator. * Conduct a folder review for each 504 student to ensure accommodation compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.	Teachers Principals 504 Coordinators Superintendents	Every six weeks and at the end of each unit. Annually	State and Local Funds	Principals and Counselors working with the 504 Coordinator will ensure that the district's plan is updated and that accommodations are being appropriately administered to identified students.	504 Identified students' performance of the State assessment and other district metrics will improve.

<p>Strategies to improve the State Comp Ed – “At-Risk” program: (TIA 13.9, 13.10)</p> <ul style="list-style-type: none"> * Offer tutorial including extended day. * Summer school for credit for grades 6-12. * Edgenuity lab for high school students needing credit recovery. * Content mastery for grades 6-12. * At-Risk instructional aide for grades K-4. * Extended Reading for grade 6 and 7. * Counseling services for grades PreK-12. * Disciplinary Alternative Education Program. * Pregnancy-related services. * Use SCE funds for class size reduction. * Accelerated Reader for grades K-2. * STAAR/EOC Prep program for grades 9-12. * YOE-Time for struggling learners grades K-5. 	<p>Core subject teachers, Principal, Directors of Curriculum and Instruction.</p> <p>Counselors</p> <p>Superintendent</p> <p>Librarian</p>	<p>Daily</p>	<p>Federal, State (Compensatory Education Funds) and Local Funds</p> <p>(Title I Part A Funds- \$457,750) (Title II Part A Funds- \$60,725)</p>	<p>Superintendent has appropriately budgeted Compensatory education funds to support programs for at-risk students.</p> <p>Principals will ensure that the compensatory education programs are supporting the intended population of students.</p>	<p>At Risk students will improve their performance on the State assessments and district assessments.</p> <p>The drop out rate at Cameron ISD will be reduced.</p>
<p>Utilize programs (such as Moby Max, Think Up! Reading & Math, Lone Star Learning, Teach Big Writing, Ren. STAR, to increase passing percentages for reading and math for all students, African-American, Hispanic, and white.</p>	<p>Teachers</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Superintendents</p>	<p>Each six weeks</p>	<p>State and Local Funds</p>	<p>Data pulled for RTI and progress monitor will be used during PLCs to determine the successes and needs of all students and those who fall into a targeted area of need.</p>	<p>Increased performance on the STAAR test for all students.</p>

<p>Strategies to improve the GT program: * District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.</p>	<p>Teachers Principals Curriculum Coordinators Superintendents Counselors GT Coordinators</p>	<p>Every six weeks and at the end of each unit. Annually</p>	<p>State and Local Funds</p>	<p>The GT Coordinator working with principals and counselors will ensure that the GT Plan is compliant with State regulations and is relevant to our expectations. Principals can verify the GT certifications of staff members.</p>	<p>GT students will excel in the GT pull out program. GT teachers can demonstrate that they have completed required training. GT students will meet or exceed proficient performance on the State assessment and local assessments.</p>
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Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 2: All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.

Summative Evaluation: The TAPR will indicate that all students demonstrated one year of academic growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
Provide early school transition and campus to campus transition: <ul style="list-style-type: none"> • Pre-K & Kindergarten Roundup. • 6th grade orientation. • 9th grade orientation. • Intercampus meetings for transitioning students • Open house for all incoming students. • Parent/Teacher conferences at least once per year 	Teachers Principals Curriculum Coordinators Counselors	Annually, before Nov. 1, 2019.	State and Local Funds	All events are scheduled on school calendar and advertised on website/social media outlets.	Students, due to a smooth campus to campus transition will begin the year in a positive manner, giving them an opportunity to grow.
Continue STAAR prep program for tested classes for all campuses.	Teachers Principals Curriculum Coordinators Assistant Supe.	Weekly	Local and State Funds	STAAR Prep times will be listed in master schedules	Improved student performance on the State Assessment.
Provide students opportunity to monitor personal assessment performance and growth.	Teachers Principals Curriculum Coordinators Assistant Supe.	Every six weeks	Local and State Funds	Principal will document these opportunities.	Improved student performance on the State Assessment and local assessments.
Mentoring Minds, Moby Max, and Lone Star Learning in grades 1-8	Teachers Principals Curriculum Coordinators	Daily, Weekly	Local and State Funds	Principal will have documentation to demonstrate the program's schedule.	Improved student performance on the State Assessment and local assessments.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 3: The district and all campuses will satisfy all federal requirements.

Summative Evaluation: The district’s federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
Develop a district Equity Plan	Teachers Principals Curriculum Coordinators Superintendents District Adv. Council	Annually by Nov. 15, 2019	Local and State Funds	Equity Plan is submitted to the State.	Student Performance in our highest poverty and minority campuses will improve.
Strategies to recruit and retain highly qualified staff: <ul style="list-style-type: none"> • Continue to provide free breakfast • Continue student to teacher ratios below the state average. • Staff appreciation dinner & awards • Include staff in the development of campus professional development plans • Conduct annual certification audit. • Assess and revise teacher salary schedule as appropriate 	Superintendent Assistant Supe. School Board	Annually by August 1, 2020	Local and State Funds	All strategies are budgeted and listed on district’s board agenda calendar.	District will see an increase in the retention of high quality staff members.

<ul style="list-style-type: none"> • Free breakfast for all staff • Pursue adding free lunch for staff 					
Ensure paraprofessionals are appropriately trained.	Principals Curriculum Coordinators	Annually before hired	Local and State Funds	District paraprofessionals will have evidence of their training.	All district paraprofessionals will be appropriately and effectively trained.
Board review of federal programs annually.	Superintendents School Board	Annually before May 30, 2020	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Hold public hearing on federal program budget annually.	Superintendent Assistant Supe. School Board	Annually before May 30, 2020	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
Review federal program budget and services with CACs and DAC.	Superintendents Principals District Advisory Council Campus Advisory Council	Annually before May 30, 2020	Local Funds	DAC & CAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 4: The district will meet or exceed the state standard for SAT/ACT/TSI/PSAT testing.

Summative Evaluation: Reviewing TAPR data and locally disaggregated percentages will determine if the state standard was met or exceeded on the SAT/ACT/PSAT/TSI.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Offer dual credit opportunities to grades 9-12.	Principals Counselors Superintendents CTE Director	Annually	Local Funds	Interlocal agreement with Temple College and TSTC.	Students will receive college credit through dual credit courses.
Provide AP opportunities for students.	Principals Counselors Superintendents	Annually	Local and State Funds	AP courses are scheduled in high school master schedule.	Students will receive college credit for completion of course and adequate test score.
Encourage 9-11 grade students to take PSAT, ACT, SAT, and TSI	Principals Counselors Teachers	Weekly, Annually	Local Funds	Counselor documentation of meeting to encourage participation in testing	Students will be better prepared for post high school education opportunities
Disseminate information regarding registration timelines, scholarship deadline, fees waivers, tutorial resources.	Principals Counselors Teachers	Weekly	Local Funds	Counselor documentation of timelines met.	Students will receive scholarship and financial aid for college.

TSI will continue to be offered in the district by CISD personnel (via College Board/Accuplacer)	Principals Counselors	Continuously throughout the school year	Local Funds	Documentation from TSI (Accuplacer)	Increased preparation for college bound students
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Goal 1: All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a “B”.

Objective 5: The district will meet or exceed the state standards for all special programs evaluated by the Performance Based Monitoring Assessment System.

Summative Evaluation: The district will review the current PBMAS document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Strategies to improve ESL/Bilingual program: <ul style="list-style-type: none"> Review and revise the district ESL/Bilingual plan as needed. Encourage parents to participate in LPAC meetings. LPAC training for all committee members. Provide district correspondence in English & Spanish as needed. Teacher training for TELPAS as necessary. Ensure properly endorsed ESL teachers on each 	Gen.Ed. Teachers ESL Teachers Bilingual Teachers Principals Superintendents Counselors	Throughout school year	State and Local Funds	ESL/Bilingual plan is in place and all campuses have properly endorsed ESL/Bilingual teachers.	Improved performance for EL students on the State assessment and on six weeks grades, resulting in improved PBMAS performance.

campus.					
<p>Strategies to improve the CTE program:</p> <ul style="list-style-type: none"> • Review / revise the “coherent sequence of courses” as needed. • Conduct CTE surveys to plan for program improvements • Increase the number of certification opportunities • Increase the number of pathway offerings • Increase the number of core class/CTE courses offered 	<p>CTE Teachers</p> <p>Principals</p> <p>Superintendents</p> <p>Counselors</p> <p>CTE Director</p>	Throughout school year	State and Local Funds	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	Students will follow a well-planned coherent sequence of CTE courses resulting in an improved CISD CTE program, resulting in better PBMAS performance.
<p>Strategies to improve special education:</p> <ul style="list-style-type: none"> • Inclusion model of instruction. • Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement. • Assess PBMAS indicators and develop appropriate strategies for indicators exceeding a 2 intervention level. 	<p>Special Education Teachers</p> <p>Principals</p> <p>Assistant Supe.</p> <p>Counselors</p>	Throughout school year	State and Local Funds	Principals can produce schedules which reflect the inclusion model of special education instruction.	Improved special education performance on the State assessment, resulting in better performance on the PBMAS.

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 1: The student attendance rate will improve from 95.7% in 2018 to 97.0% in 2019.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.
Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.

Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, Every six weeks	Local Funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for each absence	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.
Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.
Truancy officer assistance with high absence cases on all four campuses.	Truancy officer Campus principals	Throughout school year	Local Funds	Documentation of contact and court appearances	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 2: Student attendance will meet or exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.

Objective 2: The district dropout rate will be 0%.

Summative Evaluation: PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Counseling services	Principals Counselors Teachers	Throughout school year	Federal, State and Local Funds (Carl Perkins-\$39,978)	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Pregnancy-related services	Principals Counselors Teachers	Throughout school year	State and Local Funds	Counselor logs and Pregnancy-related services logs.	Pregnancy related dropout rate will decrease.

Utilize truancy officer as a means of communication and assistance with excessive absence cases, and as a liaison with the local court system	Truancy officer	Throughout the year	State and Local Funds	Ongoing with documentation from campus attendance clerks and court documents	Dropout rate will decrease.
Continue Summer school for credit recovery	Principals Counselors Teachers	End of school year	State and Local Funds	Budget reflects funding for program and is scheduled on the campus calendar.	Dropout rate will decrease.
Continue Edgenuity program for credit recovery	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and documentation demonstrates student attendance.	Dropout rate will decrease.
Pursue an alternative education program for juniors and seniors in high school.	Principals Counselors Teachers	Throughout school year	State and Local Funds	Budget reflects funding for program and attendance logs.	Dropout rates will decrease.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 1: Discipline referrals (as determined by incident total) will decrease from 123 to 120.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Establish and continue character education with CISD campuses, to include PBIS systems in place	Principals Counselors Behavior Specialists	Annually, Daily.	State and Local Funds	Program is budgeted and training scheduled on calendar.	Reduction in discipline referrals.
Implement Conflict resolution	Principals Teachers Counselors Family Liaisons	Daily	Local Funds	Documentation of resolution meetings.	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals Director of Operations Superintendents	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 2: Tobacco, alcohol, and drug offenses (as determined by incident total) will decrease from 0 to 0.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
Provide character education through the following: <ul style="list-style-type: none"> • Tobacco/Vaping awareness information in Health/PE classes. • Red Ribbon Week • Outside speakers • School Health Advisory Committee (SHAC) 	Principals Counselor Teachers Superintendents Curriculum Coordinators	Throughout the school year, by the end of the school year.	State and Local Funds	Scheduled on school calendar. SHAC minutes.	Tobacco, alcohol and drug offenses will be decreased.
Deter presence of drugs and weapons on district campus through the following: <ul style="list-style-type: none"> • Student Code of Conduct • Extracurricular Code of Conduct • Drug dog services 	Principals	Daily, Monthly	State and Local Funds	Code of Conduct approved by board of trustees. Scheduled drug dogs and drug testing.	Tobacco, alcohol and drug offenses will be decreased.

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 3: Incidents of violence will decrease from 0 to 0.

Summative Evaluation: Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
Implement the district crisis management plan including: <ul style="list-style-type: none"> • Suicide prevention • Violence prevention (including Teen Dating Violence Policy) 	Principals Counselors Superintendents	Daily	State and Local Funds	Completed crisis plan is available to campuses.	Incidents of violence will be decreased to 0.
Provide ID badges for all CISD employees.	Superintendents Director of Operations	Annually and as needed.	State and Local Funds	Documentation of ID badges provided to all employees.	Incidents of violence will be decreased to 0.
Develop campus specific crisis plans and conduct monthly safety drills.	Teachers Principals Counselors Superintendents	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.
Establish keyless entry with badge access cards for all campuses by the end of the 2020-2021 school year.	Superintendents Director of Operations	Over the next two years	State and Local Funds	Board minutes upon approval and follow up presentation in minutes of board meeting	Create a more secure campus environment for all four CISD campuses

Goal 3: The district will provide a safe and orderly school climate, conducive to learning.

Objective 4: Emergency Operations Plan, child abuse and sexual abuse reporting.

Summative Evaluation: Administration will determine if staff was trained and the proper reports were made in a timely fashion according to statute.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals Counselors Superintendents	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
Child Abuse and sexual abuse training- EduHero (TEA)	Principals Superintendents	Annually	State and Local Funds	Report of completed training from EduHero	Child abuse and sexual abuse is addressed and reported appropriately

Goal 4: The CISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.

Objective 1: The participation of parents and community will improve in each of the following: Volunteers, Open House, community cookouts, and special program meetings / presentations.

Summative Evaluation: The District Advisory Committee will evaluate whether the district has met the desired improvement outcome of this objective.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
Campuses will use social media, blackboard, school website, seesaw, Remind, Band app, and newsletters to keep community informed of school activities and events.	Principals Teachers Counselors	Daily	State and Local Funds.	School activities and events are up to date on school website. Remind accounts for parents established.	The participation of parents as district partners will improve.
The district will improve the district website and ensure information is current.	Website admin campus principals	As needed	State and Local Funds.	School activities and events are up to date on school website.	The participation of parents and community members as district partners will improve.
Community forums to obtain input regarding school issues	Superintendents	At least annually		Scheduled community forums.	The participation of parents and community members as district partners will improve.
Effectively utilize campus and district advisory committees	Principals Superintendents	Each semester	State and Local Funds.	CAC and DAC	The participation of parents and community members as district partners will improve.

Public meetings for district and campus TAPR reports	Principals Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Public meeting to review proposed budget for all Title programs	Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
Effective teacher / parent communication: Progress Reports, Email / phone contacts, parent conferences, TxEIS Parent Portal.	Principals Teachers Counselors	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	The participation of parents and community members as district partners will improve.
Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Principals Teachers Asst. Supt.	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.

Goal 5: CISD will utilize appropriate technology at all campuses.

Objective 1: CISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.

Summative Evaluation: The network Administrator will provide the district with technology reports that will determine if the district is achieving its goal.

Activity/Strategy	Person(s) Responsible	Timeline	Resources <i>(Local Funds, State, SCE, Title, etc.)</i>	Evidence of Implementation	Evidence of Impact
The district will follow a replacement schedule for district technology devices, to include laptops, desktops, Chromebooks, projectors, document cameras, etc.	Director of Operations Principals Superintendents	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.
The high school and junior high will continue with its 1:1 initiative (Chromebooks).	Director of Operations Principals Superintendents	Annually	State and Local Funds	All high school and junior high students have a device.	Students and teachers have access to appropriate technology.
Maintain a student to workstation ratio of 2:1 at CES and BME (Title I).	Director of Operations Principals Superintendents	Annually	Federal, State and Local Funds (Title IV-\$28,137)	Documentation that 2:1 is achieved.	Students and teachers have access to appropriate technology.
District staff will receive appropriate technology training.	Director of Operations Principals Superintendents	Annually and when appropriate.	State and Local Funds	Scheduled trainings.	Students and teachers have access to appropriate technology.