

# Center Independent School District

## District Improvement Plan

2023-2024



# Mission Statement

Center ISD recognizes that each student has individual needs and that all students are diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values.

## Vision

Center ISD believes in providing a safe and nurturing environment which promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life.

## Core Beliefs

WE BELIEVE that with the proper instruction and support, all students will meet or exceed learning expectations.

WE BELIEVE adult learning is a lifelong commitment essential to student success.

WE BELIEVE diversity should be respected, appreciated, and valued in order to strengthen learning for all.

WE BELIEVE everyone is accountable and responsible for the success of every student.

WE BELIEVE active leadership is essential and everyone's responsibility.

WE BELIEVE meaningful change will be necessary to ensure all students succeed.

WE BELIEVE all parts of a system must work together for our vision to become a reality.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Literacy will improve across all grade levels with students making academic progress by one or more years.	11
Goal 2: Academic achievement of all student will increase in all content areas	19
Goal 3: Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of A-F Accountability.	24
Goal 4: District and campus level engagement will be promoted by building strong relationships with parents and community members.	26
Goal 5: A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.	28
State Compensatory	37
Budget for District Improvement Plan	37
Personnel for District Improvement Plan	37
Title I Personnel	41
District Education Improvement Committee	42
District Funding Summary	44
Addendums	45

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Center ISD is a diverse PK-12 public education school located in the heart of the Piney Woods of East Texas with a student body consisting of 44.9% Hispanic, 28% Caucasian, 20% African American, 3.7% Asian population with less than 3% of Pacific Island American Indian and two or more races. Located at the geographical center of Shelby County, Center is the county seat and the largest school district in the county. Rated a Conference 4A district in UIL athletic and academic competition with 5 campuses and over 2400 students in the 2022 school year.

Center Texas is a traditional East Texas town annually hosting pageants, festivals, and Little League baseball tournaments. Parents and community members support the school through self and student participation. Constituents attend academic and sporting events as well as volunteer their time for reading and math programs. Many instructional activities overlap with local events as well as student participation and success with the local newspaper, Stephen F Austin, Panola, and Kilgore colleges, and state extracurricular programs.

### Demographics Strengths

Center ISD's vision is to provide a safe and nurturing environment that promotes high academic achievement, whole child development, and a feeling of self-worth through which each student can pursue individual success in life. Our Mission is to recognize that each student has individual needs and that all students are multicultural, diverse learners. As a result, the mission of Center ISD is to challenge each student to reach his or her intellectual, creative, and physical potential by providing a fully integrated curriculum and rigorous instruction. In doing so, Center ISD will provide a nurturing learning environment that empowers all stakeholders to become confident, creative designers of their future and will provide opportunities for collaboration to develop respect for individual differences and community values. Memorandums of understanding with two area colleges give students and staff vast opportunities to excel in their learning opportunities while participation and partnerships with area businesses support these endeavors.

# Student Learning

## Student Learning Summary

Center ISD will carry a performance rating of A for the 2022 school year. In 2022, School Progress which is student performance over time (growth) and how that compares to similar schools, was our greatest strength with a score of 92%.

Goal 1: Literacy will improve across all grade levels with students making academic progress by one or more years.

- Performance Objective 1: In Kindergarten through 2nd grade, 75% of the students will attain grade-level expectations in reading by obtaining at least 1 years growth on DRA.
- Performance Objective 2: Eighty percent of students in grades 3-10 will earn an Approaches Grade level on the Reading STAAR/ English EOC assessment or make expected progress.

Goal 2: Academic achievement of all students will increase in all content areas.

- Performance Objective 1: The academic achievement among all student groups achievement scores will increase by 10% as indicated by the "Closing the Gaps" domain data.
- Performance Objective 2: Increase the performance target from Approaches to Meets for all students and all assessments.

Goal 3: Graduates will show post -secondary readiness as determined by the TEA and represented in the CCMR indicator of the A-F Accountability.

- Performance Objective 1: Professional development and collaboration of campus-level staff in use, application, and monitoring PGP and PEIMS coding.
- Performance Objective 2: 90% of CISD graduates will earn a TEA recognized CCMR point.

Goal 4: District and campus level engagement will be promoted by building strong relationships with parents and community members.

- Performance Objective 1: Increase the number of options for parents and community members to become involved in our students' education.
- Performance Objective 2: Inform parent and community of district success and progress.

Goal 5: A learning environment that promotes the physical, mental, and emotional well-being of all staff and students will be maintained.

- Performance Objective 1: Support the development and growth of district and campus administrators as well as aspiring administrators through a variety of professional development activities.
- Performance Objective 2: Provide character and Social Emotional Learning (SEL) education programs that address the mental and emotional health of all students.
- Performance Objective 3: Campuses will develop and implement emergency procedures for the security of all students, faculty and staff.
- Performance Objective 4: Provide Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help students adjust academically, mentally, and physically and stay in school.

These goals are communicated through district and campus meetings. We will use DMAC data, State assessment data and walkthrough data to monitor the progress of goals. Goals will be evaluated four times throughout the year through administrative and staff meetings and documented within the framework of the District Plan. Focus on goals is maintained through administrative meetings. Across each campus, grade levels and content areas are given opportunities to meet together to plan and discuss needs.

### **Student Learning Strengths**

CISD has placed a priority on Response to Intervention for all students, in all grades with screening, diagnostic, and intervention systems district-wide for Reading and Math. Local, state, and federal funds are appropriated for the RtI program improvement each year with an emphasis on literacy.

Through the use of Plan4learning, our district staff has access to the District Plan to review and give input. Our Instruction Department and administrators meet regularly to monitor progress on campuses and to discuss needs. Central Office Staff also conducts individual Campus Principal meetings to discuss specific campus needs. Campus Principals meet with Special Education Director and Director of Federal and Compensatory Education every 2 weeks to discuss student needs and concerns. Each campus has procedures in place to meet with leadership teams to discuss campus goals. Master schedules and duty rosters are developed by campus leadership to maximize instructional time.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Student reading levels are below grade level **Root Cause:** Weak phonemic and phonological awareness

# District Processes & Programs

## District Processes & Programs Summary

Through parent nights, individual parent meetings and informational parent and community meetings, CISD strives to involve parents in the education of their children both at school and in the home. We have purchased books to give to parents to provide reading material in the homes.

CISD has implemented individual parent meetings at all levels to increase family involvement. Libraries on all campuses have undergone a redesign. Campuses host Parent Nights and Community Literacy Events to encourage parental involvement.

In addition to the campus meetings we will be hosting informational meetings for parents such as: G.T., Dyslexia, and Special Education. We have also partnered with Panola Junior College to offer Spanish/English classes for parents. Through the Center ISD App, the CISD Homepage and other media, CISD communicates with the community about events at school.

CISD has made great strides in the implementation of technology at all levels. At FLM and Center Elementary school we have chromebooks in every classroom in addition to computer labs on each campus. At Center Middle School we will continue to implement a 1:1 initiative at 6th, 7th and 8th grade. Center High School will implement a 1:1 at 9th, 10th, 11th, and 12th grades. We have also purchased Digital Textbooks in math and Social Studies for grades 6-12.

CISD has put technology in the hands of the students by implementing the 1:1 Chromebook initiatives. We have also supported our staff in this process by site visits, conferences, and professional development on the implementation of technology in the classroom. We have also employed two Media Technology personnel to support the students and staff. We offer trainings after school on Google and Apps that will help teacher incorporate technology into their instruction.

## Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1:** Ability to maintain one to one student devices. **Root Cause:** Fund to replace/repair aging and damaged devices.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Class size averages by grade and subject
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** Literacy will improve across all grade levels with students making academic progress by one or more years.

**Performance Objective 1:** In Kindergarten through 2nd grade, 75% of the students will attain grade-level expectations in reading by obtaining at least 1 years growth on DRA.

**High Priority**

**Evaluation Data Sources:** DRA screenings, Neuhaus, LLI, Leveled Reading Libraries, McGraw Hill, Reading by Design (FLM)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kindergarten through 2nd grade will utilize the RLA Curriculum and resources with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student reading levels</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction, Assessment, and RTI, Elementary Curriculum Coordinator, Director of Special Services, Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Kindergarten through 2nd grade instructors will utilize mCLASS assessments to systemically monitor student reading levels and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth in reading Decreased disparity between targeted groups</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction, Assessment, and RTI, Elementary Curriculum Coordinator, Director of Special Services, Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Regular meetings with instructional staff will be held to review assessment data and student learning targets in order to prepare unit plans, learner-centered instructional strategies, and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Elementary Curriculum Coordinator Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: Guided Reading Champs Vertical Alignment ELPS Learning without Tears Mclass Backwards Design</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction that results in higher academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Special Services, Director of Federal Programs Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 255, ESEA Title II, Part A-Teacher &amp; Principal Tra, - 211 ESEA, Title 1 Pt. A Improving Basic Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 1:** Literacy will improve across all grade levels with students making academic progress by one or more years.

**Performance Objective 2:** Eighty percent of students in grades 3-10 will earn an Approaches Grade level on the Reading STAAR/ English EOC assessment or make expected progress.

**High Priority**

**Evaluation Data Sources:** DRA, MAP, CBA, and state assessments.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grades 3-10 will implement the RLA curriculum and resources with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Director of Special Programs, Campus Administrators, Instructors</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Grades 3-10 will utilize MAP to systemically monitor student reading levels and progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Services, Director of Special Programs, Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The following reading and phonics programs will be used for instruction, tutorials, acceleration and intervention:</p> <ul style="list-style-type: none"> <li>- Reading by Design CES</li> <li>- System 44 at CES and CMS</li> <li>- Read 180 at CMS and CHS</li> <li>- Leveled reading libraries</li> <li>- McGraw Hill</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student success in literacy by one or more grade level by EOY</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Special Services, Instructors</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Administrators and/or Director of CIA and RtI will meet regularly with instructional staff to review assessment data, student learning targets in order to prepare unit plans, learner-centered instructional strategies, and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance Improved classroom instruction</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum Instruction and RtI, Elementary and Secondary Curriculum Coordinators, Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> RLA vertical alignment meetings will be held on each campus every nine weeks and districtwide each semester to maintain systemic instructional initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Instruction and RtI, Director of Special Programs, Director of Special Services, Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> CHS, CMS, and CES will conduct MAP diagnostic screenings at BOY, MOY and EOY for Reading. Assessment results will be integrated into Intervention Programs that will be monitored by instructors, reading specialists, campus RtI clerks, and Directors of Instruction and RtI through the RtI program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff, Reading Specialists, RtI Clerks</p> <p><b>Title I:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Reading interventions will be provided by a reading teacher or specialist at every campus. Documentation will be input and monitored by the RtI Clerk at every campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Instruction and RtI, Campus Administrators, Reading Specialists, RtI Clerks, Reading Instructors</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Supplies and materials that support instruction to increase reading achievement for all students will be provided. Including but not limited to Chromebook, Chromebook charging carts, headphones, earbuds, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Curriculum Coordinators, CTE Director, Director of Curriculum, Instruction and RtI, Director of Special Programs, Director of Federal Programs, Director of Special Services</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 270 ESEA, Title VI Pt. B, Rural &amp; Low-Income Schoo, - 211 ESEA, Title 1 Pt. A Improving Basic Programs</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Professional development opportunities will be made available to instructional staff and support staff that support district and campus goals for student improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Curriculum Instruction and RtI, Director of Special Programs, Director of Special Services, Director of Federal Programs, CTE Director, Instructors</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June



Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Highly qualified instructors and paraprofessionals, including bilingual, will be recruited by attending job fairs and the utilization of the Human Resources Web page. Instructors will also be retained by providing funds to assist in acquiring certifications (i.e. ESL).</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced turnover and reduction in alternative certification plans</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Human Resources Director, Director of Special Programs, Director of Finance</p> <p><b>Title I:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Training and resources will be provided to classroom teachers, special programs and special education teachers, RTI staff, and assessment staff to coordinate consistent implementation of accommodations in the classroom and on local and state assessments to ensure the validity of assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved assessment data</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Director of Special Services Director of 504 Director of Special Programs Director of Federal Programs District Testing Coordinator Campus Testing Coordinators Campus Administrators</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - 270-ESEA, Title VI, Part B, Rural &amp; Low-Income Sch</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Incorporate writing in content areas with focus on implementation of constructed response strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved writing strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction            Director of Special Services            Director of 504            Director of Special Programs            Director of Federal Programs            District Testing Coordinator            Campus Testing Coordinators            Campus Administrators</p>	Formative			Summative
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**Goal 2:** Academic achievement of all student will increase in all content areas





**Performance Objective 1:** The academic achievement among all student groups achievement scores will increase by 10% as indicated by the "Closing the Gaps" domain data.

**High Priority**

**Evaluation Data Sources:** CBA, MAP, state assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Supplies and materials that support instruction to increase Literacy, Mathematics, Science and Social Studies achievement for all students will be made available. Including but not limited to Chromebook, Chromebook charging carts, headphones, earbuds, calculators, science lab equipment etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Campus Administrators, Director of Special Services, Director of Special Programs, Director of Federal Programs, CTE Director</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> - 270 ESEA, Title VI Pt. B, Rural &amp; Low-Income Schoo, - 211 ESEA, Title 1 Pt. A Improving Basic Programs</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Stipends in the areas of math, science, and foreign language at the secondary level, bilingual at the elementary level, and all STAAR tested subjects at all levels will be paid to qualified instructors in an effort to recruit and retain highly qualified instructors to improve the achievement of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Equity Plan</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Human Resource Director, Director of Special Programs, Director of Finance</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Technology that supports Math, Science and Social Studies in the classroom will be purchased that includes but is not limited to:  STEMScopes  Kesler Studies Weekly  Gizmos  Pebble Go  IXL</p> <p><b>Strategy's Expected Result/Impact:</b> Increased use of technology to support instruction which leads to improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI,  Digital Online/Learning Coordinator,  Director of Technology,  Campus Administrators</p> <p><b>Title I:</b>  2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CMS and CES will conduct MAP diagnostic screenings at BOY, MOY and EOY for Math. Assessment results will be integrated into Intervention Programs that will be monitored by instructors, interventionists, campus RtI clerks, and the Director of CIA and RtI through the RtI program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI,  Director of Special Programs,  Campus Administrators,  Instructional Staff  Reading Specialists,  RtI Clerks</p> <p><b>Title I:</b>  2.4, 2.6</p> <p><b>Funding Sources:</b> Site license - 270 ESEA, Title VI Pt. B, Rural &amp; Low-Income Schoo - \$41,666.67, - 410 State Textbook Fund - \$27,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Director of Special Services, Director of Special Programs, Director of Federal Programs, Director of 504, and Campus Administrators will conduct walkthroughs to monitor the implementation of research-based instructional practices to improve instruction for all students with an emphasis on sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved differentiated instruction Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of 504, Director of Special Programs, Director of Federal Programs, Campus Administrators</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 2:** Academic achievement of all student will increase in all content areas

**Performance Objective 2:** Increase the performance target from Approaches to Meets for all students and all assessments.

**High Priority**

**Evaluation Data Sources:** Data disaggregation and planning based on the results to target areas of need

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solidify the understanding, evaluation, and application of Closing the Gaps domain data.  <b>Strategy's Expected Result/Impact:</b> Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP, and state assessment results  <b>Staff Responsible for Monitoring:</b> Director of Curriculum, Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators, Instructors   <b>Title I:</b>                      2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Gifted and Talented instructors will attend training to learn strategies to extend student learning and to develop critical, creative and reflective thinking.  <b>Strategy's Expected Result/Impact:</b> Improved GT instruction                      Improved GT student products  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs, Campus Administrators, GT Instructors   <b>Title I:</b>                      2.5</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review, evaluate and ensure understanding of the TELPAS indicator as part of the Closing the Gaps Domain.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Bil/ESL instruction Improved EL student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs, Campus Administrators, Bil/ESL Instructors</p> <p><b>Title I:</b> 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of A-F Accountability.

**Performance Objective 1:** Professional development and collaboration of campus-level staff in use, application, and monitoring PGP and PEIMS coding

**High Priority**

**Evaluation Data Sources:** OnData Suite, PEIMS coding

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct audit and provide professional development PEIMS coding procedures <b>Strategy's Expected Result/Impact:</b> Quality PEIMS coding <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, Campus Administrators, CTE Director	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use OnDateSuite to review PEIMS data in an integral format. <b>Strategy's Expected Result/Impact:</b> Quality PEIMS coding <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, Campus Administration, CTE Director	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 3:** Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of A-F Accountability.

**Performance Objective 2:** 90% of CISD graduates will earn a TEA recognized CCMR point.

**High Priority**

**Evaluation Data Sources:** State Accountability System





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Promote completion of CTE coherent sequence of courses.  <b>Strategy's Expected Result/Impact:</b> Increased number of earned endorsements and certifications  <b>Staff Responsible for Monitoring:</b> Campus Administrators, CTE Director, Counselors</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> - 211 ESEA, Title 1 Pt. A Improving Basic Programs</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Promote military option knowledge via ASVAB assessment and recruiter visits.  <b>Strategy's Expected Result/Impact:</b> Increased military enlistment  <b>Staff Responsible for Monitoring:</b> Campus Administrators, CTE Director, Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** District and campus level engagement will be promoted by building strong relationships with parents and community members.

**Performance Objective 1:** Increase the number of options for parents and community members to become involved in our students' education.

**High Priority**





**Evaluation Data Sources:** Calendars, Agendas, Sign In Sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent conferences and Parent Nights will be conducted each semester that will inform as well as encourage participation and provide ideas and strategies for activities in the home.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental engagement Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Academic Coordinators, Digital/Online Learning Coordinator</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - 211 ESEA, Title 1 Pt. A Improving Basic Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Community forums that promote the access and use of parent portal and online registration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parental engagement Improved student performance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, Director of Technology, Digital/Online Learning Coordinator, PEIMS Coordinator</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** District and campus level engagement will be promoted by building strong relationships with parents and community members.





**Performance Objective 2:** Inform parent and community of district success and progress.

**Evaluation Data Sources:** Quarterly reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents and community will be provided monthly reports from the superintendent and quarterly reports from each campus. These reports will appear on campus media and in local news affiliates.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and community engagement</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Technology, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 1:** Support the development and growth of district and campus administrators as well as aspiring administrators through a variety of professional development activities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Quarterly ILT meetings, weekly principal meetings with CIA Director, and bring in outside professional development. Also including outside Professional Development opportunities such as TASSP / TEPSA.</p> <p><b>Funding Sources:</b> - 255, ESEA Title II, Part A-Teacher &amp; Principal Tra</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 2:** Provide character and Social Emotional Learning (SEL) education programs that address the mental and emotional health of all students.

**Evaluation Data Sources:** Program lesson plans, sign-in sheets, calendar, recorded examples

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training through EduHero for all staff that includes, but is not limited to,</p> <ul style="list-style-type: none"> <li>- Child Abuse Awareness and Responsibilities</li> <li>- Classroom Conflict</li> <li>- Suicide Awareness</li> <li>- Bullying and Cyber-bullying</li> <li>- Teen Dating Violence</li> <li>- Drug and Alcohol prevention</li> <li>- Sexual Harassment</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Appropriate action by staff and students in incidents</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, Assistant Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Needs Liaisons/Counselors will work with administrators and instructors to provide a character and SEL program.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student attendance Decreased discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Student Needs Liaisons, Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Special Services Department will provide a continuum of services for disciplinary-behavioral student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior / Redirection Services at CES, CMS, CHS</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Special Services Personnel</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Publicize and communicate 'bullying' and school safety prevention measures to all stakeholders through various school and community media.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased reports/incidents of bullying</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Director of Special Services, Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support of the School Health Advisory Council (SHAC) to coordinate school health programs at the campus and district level.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved safety and health reports Increased parent/community engagement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselors, Campus Nurses</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Director of Special Services and Director of Special Programs will provide Special Program Training to personnel to increase meaningful parental involvement in ARDS, LPACs, and other parent meetings and parent conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent attendance and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director Special Programs, Special Services Counselors Special Services Staff</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide annual transition information to secondary students and their parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent attendance and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Special Services Instructors</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Develop and align the organization and focus of extracurricular programs in grades 6-12.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in extracurricular activities</p> <p><b>Staff Responsible for Monitoring:</b> MS and HS Campus Administrators, Athletic Director, Program Coordinators</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> 'Handle With Care' program will provide caregivers an opportunity to discreetly inform the school of student concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Campus Administrators, Director of Federal Programs</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 3:** Campuses will develop and implement emergency procedures for the security of all students, faculty and staff.

**Evaluation Data Sources:** The annual review, updating, and application of the District Emergency Operations Plan with each campus receiving training.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Administrators will review and revise the crisis management plan at each campus and communicate the district's emergency operation procedures to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated plans Drill documentation</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent Campus Administrators, CISD Police Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Regularly evaluate and perform needed improvement to facilities to ensure a safe and functional environment for faculty, staff, and students.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus facility improvements</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Director of Maintenance and Transportation, Campus Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for staff to attend training and conferences to support all special programs, school climate and safety, and parental engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation of professional development attendance</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent, Campus Administrators, School Safety Personnel, Director of Special Services, Director of Special Programs, Director of Federal Programs, Director of Curriculum, Instruction and RtI</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Superintendent will establish learning environments that are safe, well-disciplined and provide classrooms that are conducive to both teacher instruction and student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Safer classrooms Better Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent of Schools Campus Administrators Teachers Discipline Committees</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Goal 5:** A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained.

**Performance Objective 4:** Provide Pregnancy Related Services (PRS) plan to serve prenatal and postpartum students to help students adjust academically, mentally, and physically and stay in school.

**Evaluation Data Sources:** PEIMS data such as student attendance. PRS program student files

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Compensatory Education Home Instruction (CEHI) for the regular education student by a certified teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Populations, Director of Federal Programs, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide individual counseling, peer counseling/support group, and self-help programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Populations, Director of Federal Programs, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide transportation for children of students to/from the campus or childcare center.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Special Populations, Director of Federal Programs, Director of Maintenance and Transportation, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide transportation for PRS students to/from home and/or campus (if the student meets CISD transportation guidelines).</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Federal Programs, Director of Special Populations, Director of Maintenance and Transportation, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide instruction related to child development, parenting, and home and family living.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Federal Programs, Director of Special Populations, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health, and nutrition programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower drop out rate Higher completion rate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Services, Director of Federal Programs, Director of Special Populations, Campus counselors, School nurse, CEHI Instructor</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for District Improvement Plan

**Total SCE Funds:** \$2,780,022.00

**Total FTEs Funded by SCE:** 49.143

### Brief Description of SCE Services and/or Programs

55% (\$1,527,860.00) of the SCE allotment is used to provide support services that supplement the regular education programs so the intended beneficiaries, defined, can succeed in school. We use the 55% reservation for salaries of employees who assist students that are at risk of dropping out of school. \$2,093 is reserved as funding for Related Services.

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Addison, Sherri	Instructional Paraprofessional	1
Alvarado, Jazmin	Teacher	0.1
Alvarado, Maria	Teacher	0.11
Araiza, Blanca	Teacher	0.1
Arcibar, Jessica	Instructional Paraprofessional	1
Arcibar, Roxanna	Instructional Paraprofessional	1
Armstrong, Jennifer	Teacher	0.1
Berry, Betty	Instructional Paraprofessional	1
Bird, Penny	Teacher	0.13
Brown, Harlie Hagler	Teacher	0.11
Buenrostro, Dyana	Teacher	0.11
Burns, Holly	Teacher	0.13
Burns, Macy	Teacher	0.09
Calhoun, Kinyata	Instructional Paraprofessional	1
Cassey, Stephanie	Teacher	0.1
Chachere, Amy	Teacher	0.11
Cloudy, Michael	Teacher	0.17
Cockrell, Baylea	Teacher	0.065

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Combs, Andi	Teacher	0.13
Crawford, Robin	Instructional Paraprofessional	1
Crouch, Camryn	Instructional Paraprofessional	1
Crouch, Tiffany	Teacher	0.13
Daniels, Reggie	Teacher	1
Denby, Brandi	Teacher	0.093
Doggett, Colleen	Teacher	0.9
Dupree, Cameryn	Teacher	0.093
Fischer, Virginia	Teacher	1
Ford, Barry	Teacher	0.11
Fults, Stephanie	Teacher	0.11
Gaddy, Stephanie	Teacher	0.11
Garcia, Yecenia	Instructional Paraprofessional	1
Gardner, Debra	Instructional Paraprofessional	1
Glenn, Stephanie	Instructional Paraprofessional	1
Glosser, Jennifer	Teacher	0.13
Gonzalez Arcivar, Edith	Instructional Paraprofessional	1
Gregory, Kara	Teacher	1
Gurley, Jessica	Teacher	0.11
Hagler, Randy	Teacher	0.1
Hand, Leland	Teacher	0.13
Hayes, Joan	Teacher	0.13
Helms, Patricia	Teacher	0.13
Hicks, Paula	ISS Paraprofessional	1
Hightower, Laura	Teacher	0.1
Hill, Jamarian	Teacher	0.1
Hooks, Lanie	Instructional Paraprofessional	1
Horn, Maria	Teacher	0.13
Jackson, John	Teacher	1
Johnson, Ruby	Digital/Online Learning Coordinator	1
Jones, Jennifer	Administrative Assistant	0.65

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jordan, Jessica	Instructional Paraprofessional	1
Jurecka, Kristy	Teacher	0.13
Klein, Erica	Teacher	0.89
Lopez, Mayra	Teacher	0.13
Love, Monique	Instructional Paraprofessional	1
Lusk, Lee Ann	Teacher	0.085
Lynch, Penny	Instructional Paraprofessional	1
Mason, Carsyn	Teacher	0.11
Massey, Katherine	Teacher	0.1
Metcalf, Samantha	Instructional Paraprofessional	1
Moody, Linda	Teacher	0.13
Moore, Suzanne	Teacher	0.12
Morales, Angelica	Teacher	0.094
Morris, Traci	Instructional Paraprofessional	1
Munoz, Melissa	Teacher	0.13
Murphree, Carlton	Teacher	0.09
Nichols, Jenny	Teacher	0.093
Nunez Correa, Damaris	Teacher	0.1
Orear, Ciara	Teacher	0.14
Owens, Karen	Teacher	0.1
Parker, Janet	Teacher	0.13
Radney, Amanda	Teacher	0.13
Ramirez, Yohana	Instructional Paraprofessional	1
Rangel Grande, Jonatan	Teacher	0.09
Ratcliff, Patti	Instructional Paraprofessional	1
Raymond, Katherine	Instructional Paraprofessional	1
Risinger, Evelyn	Teacher	1
Ruiz Siso Lopez, Johanna	Teacher	0.12
Ruiz, Shanell	Teacher	0.13
Sanders, Elizabeth	Instructional Paraprofessional	1
Sandoval, Merlid	Instructional Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sanford, Kelli	Teacher	0.13
Shelton, Alexandra	Teacher	0.13
Smith, Gillian	Instructional Paraprofessional	1
Smith, Larryn	Instructional Paraprofessional	1
Spence, Wendy	Teacher	0.13
Stone, Stephanie	Teacher	0.09
Suell, Christasha	Instructional Paraprofessional	1
Sullivan, Christy	Teacher	0.13
Tello Rodriguez, Abigail	Instructional Paraprofessional	1
Tillery, Cynthia	Counselor	1
Tomlin, Rani	Teacher	0.093
Torres, Brandi	Instructional Paraprofessional	1
Waller, Christopher	Teacher	0.11
Weaver, Alicia	Teacher	0.097
Wheeler, Shelby	Teacher	0.13
White, Haley	Teacher	0.12
White, Nicole	Instructional Paraprofessional	1
Wilkes, Marissa	Teacher	0.13
Williams, Stephanie	Instructional Paraprofessional	1
Williams, Zakethia	Instructional Paraprofessional	1
Windham, Jennifer	Instructional Paraprofessional	1
Windham, Kira	Instructional Paraprofessional	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bennet, Dustin	Instructional Paraprofessional	Title 1	1
Bownds, Gail	Reading Specialist	Title 1	1
Brister, Lori	Reading Specialist	Title 1	1
Crain, Jayne	RTI Clerk / Instructional Para	Title 1	1
Doggett, Pamela	Reading Specialist	Title 1	1
Evans, Brianna	Digital Learning Coordinator	Title 1	1
Gordan, Dajae	RTI Clerk / Instructional Para	Title 1	1
Haddox, Sheila	Curriculum Coordinator Secondary	Title 1	1
Hernandez, Diana	RTI Clerk / Instructional Para	Title 1	1
Koffskey, Stacey	Curriculum Coordinator Elementary	Title 1	1
Martinez-Rodriguez, Claudia	Computer Lab Paraprofessional and Readin	Title 1	1
Morris, Meredith	Math Specialist	Title 1	1
Ramirez, Lucerito	Instructional Paraprofessional	Title 1	1
Roberts, Alicia	RTI Clerk / Instructional Para	Title 1	1
Stanford, Diana	Reading Specialist	Title 1	1

# District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Brian Morris	Superintendent
District-level Professional	Jake Henson	Assistant Superintendent
District-level Professional	Inez Hughes	Director of Federal Programs
District-level Professional	Carey Agnew	Director of Special Services
District-level Professional	Byron Miller	Director of Special Programs
District-level Professional	Amber Mathews	Director of Curriculum, Instruction, Assessment & RTI
District-level Professional	Brett Wheeler	Director of 504
School Safety and Security Resource Officer	Pete Low	CISD Chief of Police
Center ISD Migrant Liaison	Claudia Gonzalez-Tello	Administrative Assistant for Special Programs / Migrant Liaison
Administrator	Brandy Bennefield	Principal FLM
Administrator	Crystal Chisenhall	Principal CES
Administrator	Marlin Cloudy	Principal CMS
Administrator	Jennifer Tomlin	Assistant Principal CMS
Administrator	Otis Amy	Principal CHS
Administrator	Jill Cox	Assistant Principal CHS
Administrator	Heath Hagler	Director of Roughrider Academy
Non-classroom Professional	Ashley Wulf	Student Needs Liaison CMS
Classroom Teacher	Kelli Sanford	Teacher FLM
Classroom Teacher	Katherine Risinger	Teacher CES
Classroom Teacher	Jessica Masalov	Teacher CES
Classroom Teacher	Karen Owens	Teacher CMS
Classroom Teacher	Robbie Low	Teacher CHS
Classroom Teacher	Michele Whiddon	Teacher CHS
Business Representative	Pam Hall	Business Representative
Parent	Pricilla Cockerham	Parent FLM CES
Paraprofessional	Shaquanna Houston	Paraprofessional FLM
Parent	Lauren Elise Neuwirth	Parent FLM CES CHS

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent	Megan Jackson	Parent FLM
Parent	Spencer & Monica Dance	Parent CES
Parent	Latrisa Barkins Gardner	Parent CES CMS CHS
Parent	Retena Harrison	Grandparent CES
Parent	Dianne Truitt	Parent CES
Parent	Anabel Caraveo	Parent CMS
Parent	Ozzlynn Langford	Parent CMS
Parent	Miriam Morales	Parent CMS CHS
Parent	Triquina Polley	Parent CMS
Parent	Leslie Byndom-Bell	Parent CHS
Parent	Marquita Garrett	Parent CHS
Parent	Aprille Lovell	Parent CHS
Classroom Teacher	Thomas Swearngen	Teacher RRA

# District Funding Summary

211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	2	8			\$0.00
2	1	1			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
255, ESEA Title II, Part A-Teacher & Principal Tra					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	8			\$0.00
2	1	1			\$0.00
2	1	4	Site license		\$41,666.67
<b>Sub-Total</b>					\$41,666.67
410 State Textbook Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$27,000.00
<b>Sub-Total</b>					\$27,000.00
270-ESEA, Title VI, Part B, Rural & Low-Income Sch					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	11			\$0.00
<b>Sub-Total</b>					\$0.00

# Addendums

# Appendix- LEA Program Plan Requirements

<b>Title I, Part A</b>	
<b>LEA Plan Requirement</b>	<b>Description of Requirement</b>
<b>Timely and Meaningful Consultation</b>	<p>Center ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on pages 42 and 43 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2023-2024 school year, District Committee meetings are scheduled for the following dates: November, February, May. The district will consult with and seek input from committee members to monitor the District Improvement Plan through three formative assessments (December, February, April) and a summative assessment in June. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in March and April. The committee will utilize CNA results and survey results to create the 2024-2025 District Improvement Plan in April and May.</p>
<b>Coordination</b>	<p>Center ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● ESSER II &amp; III</li> <li>● SCE</li> </ul> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>

<p><b>Challenging State Academic Standards</b></p>	<p>Center ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by certified teachers, after-school tutorials with TEKS-aligned materials, and paraprofessionals who work with small groups of students.</p>
<p><b>Periodic Review and Revisions</b></p>	<p>Center ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for February and April/May and a summative evaluation scheduled for May to evaluate the effectiveness of the plan.</p>
<p><b>Required Descriptions:</b></p>	
<p><b>Description #1:</b> How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—</p> <ol style="list-style-type: none"> <li>1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</li> <li>2. Identifying students who may be at risk for academic failure;</li> <li>3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and</li> <li>4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</li> </ol>	<p>Center ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders including administrators, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Center ISD has a committee that meets a minimum of each nine weeks to discuss students that are not performing successfully in their core subject area classes based upon screeners, teacher observation, and CBAs. Interventions are discussed, implemented, and monitored by the campus RTI committee.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and summative, as well as personalized, adaptable instructional activities, are provided and utilized by students. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Center ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working</p>

	<p>to continually improve the district and campus climate by utilizing counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.</p>
<p><b>Description #2:</b> How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers</p>	<p>Annually, during the spring and summer of each year, Center ISD administrators look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.</p>
<p><b>Description #3:</b> The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Center ISD uses a composite of National School Lunch Program (NSLP), Medicaid, Temporary Assistance to Needy Families (TANF), and Supplemental Nutrition Assistance Program (SNAP) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 Economically Disadvantaged codes to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<p><b>Description #4:</b> The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs</p>	<p>All of Center ISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and additional staff to support classroom instruction.</p>
<p><b>Description #5:</b> The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p>Center ISD currently serves approximately 41 homeless children and youth.</p> <ol style="list-style-type: none"> <li>1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a McKinney-Vento Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The McKinney-Vento Liaison also facilitates enrollment by collaborating with other homeless liaisons and staff from other</li> </ol>



	<p>districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</p> <ol style="list-style-type: none"> <li>2. Attendance: The McKinney-Vento Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed. Funds are reserved to provide for necessities and transportation of homeless children and youth.</li> <li>3. Success: The District provides services to support homeless children and youth with school success by having the McKinney-Vento Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the McKinney-Vento Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The McKinney-Vento Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</li> </ol>
<p><b>Description #6:</b> The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Center ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2023-2024 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p> <p><a href="https://www.centerisd.org/upload/page/0073/2019-2020/CISD%20Parental%20Involvement%20Policy_English.pdf">https://www.centerisd.org/upload/page/0073/2019-2020/CISD%20Parental%20Involvement%20Policy_English.pdf</a></p>
<p><b>Description #7:</b> If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>Our preschool classes are located on our Primary campus, FL Moffett. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-K students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Our PreK program currently uses Frog Street Curriculum. Pre-K programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>
<p><b>Description #8:</b> How the LEA will implement strategies to</p>	<p>Center ISD works hard to coordinate with its higher education partner, Stephen F Austin, Panola Jr. College and local employers to prepare its high school students to transition into</p>

facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses, such as Stephen F Austin and Panola, Jr College. Dual credit opportunities are available to students in a wide variety of technical and core academic fields.

A list of work-based learning, career and technical education, internships, mentorships and job placement programs offered by Center ISD are as follows:

- Career Preparation I
- Career Preparation I/ Extended Career Preparation
- Career Preparation II
- Career Preparation II/ Extended Career Preparation
- Practicum in Business Management
- Practicum in Construction and Technology
- Practicum in Health Science (CNA, Phlebotomy)
- Practicum in Culinary Arts
- Practicum in Manufacturing

Center ISD has a strong commitment to providing equity and access to all students, including special population groups, by taking steps to actively promote and recruit for CTE programs. Recruitment opportunities are both formal and informal and occur across the grade level continuum to promote early/foundational awareness. Formal activities include: 1) Hosting an annual Career/College Fair (either virtual or in-person) to provide opportunities for interaction with both business/industry representatives and college recruiters. All student populations are included. (2) 5th grade tour of the CTE programs prior to middle school transition (all populations); (3) 8th grade CTE program tours and activities/demonstrations - all populations; (4) Non-traditional career activities-all pops; (5) Equal Opportunity Pub magazine access: Af Am Career World, Hispanic Career World, Women in Engineering, Careers for Disabled. A Programs of Study handbook is provided to all incoming 9th graders; online information has been enhanced to ensure access to students, parents and community stakeholders.

At the beginning of each semester in our Exploring Career classes, the 8th graders take a Pre-test which is a Career Interest Survey (<http://www.ucango2.org>) The surveys are kept by the teach to compare and contrast to the Post-test they take at the end of the semester (Career Clusters Interest Survey). Our Career teacher follows the Texas Oncourse College and Career

	<p>Readiness Curriculum. Each unit has a college and Career Readiness component along with a Performance Assessment that ranges in various activities to show student comprehension and growth. The culminating activity is to use the knowledge and skills that they have learned over the course of the semester and choose what path they would like to take in High School. They will work with the school counselor and the Career teacher to choose their 9th grade courses and begin making their High School Graduation Plan.</p>
<p><b>Description #9:</b> How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>Center ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Center ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p> <p>Center Elementary School, Center Middle School and Center High School will utilize a Discipline Matrix to ensure consistency among campus administration when applying consequences related to code of conduct violations.</p> <p>Personnel responsible for implementation: Campus Administration Personnel responsible for supervision of implementation: Superintendent will monitor compliance with campus administration responsibilities</p> <p>Training and Professional Development: The district will provide professional development in coding and tracking discipline data using district software. Personnel responsible for supervision of implementation: District and Campus Administration Personnel responsible for supervision of implementation: Superintendent and Assistant Superintendent</p> <p>Self-Monitoring Campus administrators and district personnel will monitor and track student removals to a disciplinary setting using district software. Personnel responsible for implementation: Campus Administration and Special Education Director</p>

	<p>Personnel responsible for supervision of implementation: Superintendent and Assistant Superintendent</p> <p>Self-Monitoring: Goal for this activity: District and campus wide discipline committees will meet one time monthly. Personnel responsible for implementation: Campus Administration and Superintendent Personnel responsible for supervision of implementation: Superintendent and Assistant Superintendent</p>
<p><b>Description #10:</b> If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> <li>1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</li> <li>2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.</li> </ol>	<p>The programs of study (POS) Center ISD will support with Perkins funds are: Applied Ag. Engineering and Welding, Health Science Therapeutic, Construction Mfg. and Inspection and Accounting &amp; Financial Services. Funds will continue to support access to current industry-related equipment and technology to expand hands-on instructional opportunities resulting in a strengthened knowledge base; increased transferable industry certification completion linking to post-secondary programs and/or work place environments will increase. Additionally, funds will be utilized to educate and encourage student engagement in non-traditional career programs of study via participation in activities by college partners and speakers (i.e.: Women in Energy; Mobile Career Education Trailer - nontraditional career focus)</p> <p>The evaluation of labor market information as well as data secured from stakeholder surveys impacted the selection of the programs of study and activities to be funded. The POS most aligned with the Deep East Texas Workforce Development Area (17) and LMI, 2018-2028 that will be focus for the 2023-2024 school year are: Applied Ag Engineering and Welding, Health Science Therapeutic, Construction Mfg. and Inspection as well as Accounting &amp; Financial Services. Utilizing Perkins funds in areas of High Growth/High Wage is designed to provide CTE students with marketable skills in areas of projected job growth to lay a strong foundation in the areas of employment.</p>
<p><b>Description #11:</b> Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will</p>	<p>Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills.</p> <ol style="list-style-type: none"> <li>1. Center ISD has an established G/T referral process within the district. Referral testing</li> </ol>

[Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

is available for grades K-12. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. All G/T identified students K-8th grade receive instruction through a pull-out program throughout the school year and are invited to participate in a summer school program specifically designed to extend learning opportunities in STEM and Performing Arts. Our 9th-12th grade G/T identified students are serviced through our AP level classes on campus. All AP level teachers are GT certified and maintain appropriate training requirements.

2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. Each student (PK-12) is assigned a classroom Chromebook at the beginning of the school year as a tool for learning purposes while at school. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.

# Appendix- Title II DIP Requirements

<b>Title II, Part A</b>	
<b>LEA Plan Requirement</b>	<b>Description of Requirement</b>
<b>Alignment of Activities to the Challenging State Academic Standards</b>	Center ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. We analyze student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders are considered when planning Title II expenditures. Teacher and administrator growth in areas of student weakness is important and professional development is sought in those areas. Each expenditure is evaluated formatively, three times a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.
<b>Meaningful Consultation</b>	<p>Center ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page 44 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2023-2024 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: October, February, and May. The district will consult with and seek input from committee members to monitor the District Improvement Plan through three formative assessments (December, February and April) and a summative assessment in June. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May.</p>
<b>Coordination</b>	<p>Center ISD will ensure that it coordinates its Title II, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p> <ul style="list-style-type: none"> <li>● Title II, Part A</li> <li>● Title III, Part A</li> </ul>

	<ul style="list-style-type: none"> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● ESSER II &amp; III</li> <li>● SCE</li> </ul> <p>Program coordination with community partners, such as CASA to provide mental health training and child abuse training to staff.</p> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p style="text-align: center;"><b>Prioritization of Funds</b></p>	<p>Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's percentage of low-income students. The district maintains a spreadsheet locally with the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by low-income percentage.</p>
<p style="text-align: center;"><b>Private Nonprofit School Participation</b></p>	<p>Each March, Center ISD directly communicates by mailing letters to all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance. We post a notification seeking participation on the district's website and Facebook page also. If any PNP responds, consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.</p>

# Appendix- Title IV DIP Requirements

## Title IV, Part A

LEA Plan Requirement	Description of Requirement
<b>REAP/Transferability</b>	During the CNA for the 2022-2023 school year, the required stakeholders met on the following dates February 2 and May 4. As recorded in the meeting minutes, the committee discussed all needs in relation to all ESSA programs. Per the recorded minutes, the stakeholder committee determined that the needs in Title I, Part A, were so extensive that our Title IV, Part A funds would best be used to meet those needs. The decision was made by the committee to (REAP/transfer) 100% of the district's Title IV, Part A allocation to Title I, Part A.



## 2023-2024 Priority for Service (PFS) Action Plan for Migrant Students

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

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

<b>Priority for Service Criteria</b>	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u></li> <li>● For students in grades K-2, who have been retained, or are over age for their current grade level.</li> </ul>

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

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

<b>School District: Center ISD</b>	<b>Priority for Service (PFS) Action Plan</b>	<b>Filled Out By: Dr. Byron Miller</b>
<b>Region: 7</b>		<b>Date:</b>
<b>School Year: 2023-2024</b>		

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

<b>Goal(s):</b>  100% of eligible migratory, Priority for Service Students will be entered into the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	<b>Objective(s):</b>  To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Before the end of each month, August 2023-July 2024	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Before 1 <sup>st</sup> Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make</li> </ul>	ongoing	MEP staff	calendars, meeting notes

individualized home and /or community visits to update parents on the academic progress of their children.			
Additional Activities			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Center ISD and ESC Migrant Contacts	September, 2020 and April, 2021	District data, plan	Certificate, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Center ISD and ESC Migrant Contacts	September, 2022 and April, 2023	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	Center ISD and ESC	Year round	Family survey	TX-NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	Center ISD and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	Center ISD and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	TX-NGS district reports, completed surveys
<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>

Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures		Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOE's	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2022- November 1, 2023. For 2 yr old turning 3, on or after 3rd birthday	ECOE's, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the ECOE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into TX-NGS.	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2022	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	ECOEs	ECOE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2022	ECOEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
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Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the ECOE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

**Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.**

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Center ISD	September - October 2022	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Center ISD	November, 2022	Documentation	Completed documentation

Parent Advisory Committee (PAC)	Provide appropriate meeting based on data	ESC and Center ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Center ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form