

# Center Independent School District

## Center Intermediate School

### 2019-2020 Goals/Performance Objectives/Strategies

Accountability Rating: B



# 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.

## Value Statement

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.

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# Goals

## Goal 1: Improve literacy across all grade levels.

**Performance Objective 1:** At least 75% of students in grades 4 and 5 will pass or earn a progress measure on the STAAR Reading assessment.

**Evaluation Data Source(s) 1:** CBAs, MAP, state assessments





**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) CIS will implement McGraw Hill curriculum with fidelity.</p>	2.4	Campus Administrators, Classroom Instructors, Director of Elementary Instruction and RtI	Improved academic results				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) CIS will provide students with at least 90 minutes of reading instruction daily. Supporting staff will go into each reading classroom to provide assistance</p>	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Paraprofessional Reading Specialist Director of Elementary Instruction and RtI	Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>3) CIS instructional paraprofessional and other supporting staff will work with classroom instructors to assist them in providing more individual and small group instruction in all reading classes.</p>	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals, Director of Elementary Instruction and RtI	Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>4) CIS will provide a 25 minute campus-wide reading time built into the regular school day to enable teachers to target specific student needs and provide enrichment/extension activities to those that have obtained skills and intervention activities to those students that need additional skill development.</p>	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Paraprofessionals, Director of Elementary Instruction and RtI	Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction</p> <p>5) Tier 3 intensive reading intervention will be provided for struggling readers with the Reading Specialist.</p>	2.4, 2.6	Principal, AP, Reading Specialist Instructional Staff Director of Elementary Instruction and RtI	Improved student performance on classroom assignments, CBA, MAP, DRA, TELPAS, and STAAR results				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>6) RLA vertical alignment meetings will be held between every nine weeks to maintain systemic instructional initiatives.</p>		Campus Administrators, Instructional Staff, Reading Specialist, Director of Elementary of Instruction and RtI	Improvement in CBA and state assessment date				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, McGraw Hill</p>		Campus Administrators, Director of Elementary Instruction and RtI, Director of Special Services Director of Special Programs	Improved instruction resulting in higher academic achievement				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>8) RLA grade level meetings will be held at a minimum of once each six weeks to evaluate student data to adjust instruction, tutoring, acceleration, and intervention.</p>		Campus Administrators, Instructional Staff, Reading Specialist, Director of Elementary of Instruction and RtI	Improvement in CBA and state assessment date				

 = Accomplished   
 = Continue/Modify   
 = No Progress   
 = Discontinue

**Goal 1:** Improve literacy across all grade levels.

**Performance Objective 2:** Students in grades 4 and 5 will possess writing portfolios with at least three teacher-evaluated writing samples.

**Evaluation Data Source(s) 2:** State aligned writing rubric, CBA, MAP, state assessments

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Implement McGraw Hill curriculum with fidelity.</p>	2.4	Campus Administrators, Classroom Instructors, Director of Elementary Instruction and RtI	Improved academic results				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) RLA vertical alignment meetings will be held between every nine weeks to maintain systemic instructional initiatives.</p>		Campus Administrators, Instructional Staff, Reading Specialist, Director of Elementary Instruction and RtI	Improvement in CBA and state assessments data.				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: McGraw Hill DRA Vertical Alignment</p>		Campus Administrators, Director of Elementary Instruction and RtI, Director of Special Services, Director of Special Programs	Improved instruction resulting in higher academic achievement				

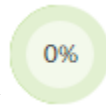
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math 4) Writing samples will be monitored every six weeks using the STAAR Writing rubric with a minimum of three writing pieces with teacher feedback will be kept in the student's writing portfolio.	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved CBA data, improved writing samples and increased opportunities to write relevant and meaningful pieces.				
<b>TEA Priorities</b> Build a foundation of reading and math 5) All teachers will incorporate a variety of writing assignments such as Exit tickets, journals, short answers, reflective writing, and quick writes.	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved writing samples				
<b>TEA Priorities</b> Build a foundation of reading and math 6) Special emphasis will be placed on the revision and editing of written work (both-original student pieces and those of a standardized format).	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved writing samples Improved state assessments scores Improved CBA scores				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue



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

**Performance Objective 1:** The academic achievement gap among student groups will close by 2% as indicated on the "Closing the Gap" domain.

**Evaluation Data Source(s) 1:** CBA, state assessments

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Content curriculum will be implemented with fidelity following TEKS RS scope and sequence.</p>	2.4	Campus Administrators, Classroom Instructors, Director of Elementary Instruction and RtI	Improved academic results				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>2) Monitor student data from all assessments to narrow the achievement gaps between student groups by adjusting instruction and providing interventions to meet the needs of individual students.</p>	2.4, 2.6	Campus Administration, Instructional Staff, Counselor, Director of Elementary Instruction and RtI, Director Special Programs	Close the gap between student groups				
<p>3) Administration will meet regularly with instructional staff to discuss unit planning designs, student learning targets, and learner-centered instructional strategies.</p>	2.4, 2.6	Campus Administration, Instructional Staff, Counselor	Student focused unit planning guides and learning targets. Utilization of research based instructional strategies.				

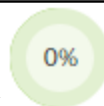
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 4) Administration and teachers will meet weekly and determine individual academic needs to maximize assistance to students with emphasis on sub pops.	2.4, 2.6	Campus Administration, ESL Instructor, Instructional Staff, Counselor, Supporting staff	Maximized learning opportunities Improved assessment data, differentiated activities/products, improved DRA scores, improved writing samples				
5) Instructors will enhance usage of multiple online platforms to support, extend and enhance learning opportunities.	2.4, 2.6	Campus Administration, Instructional Staff, Counselor, Computer Lab Paraprofessionals	Ipad apps,, FASTT Math, System 44, student work samples, walk-through/ observations.				
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 6) Administration and teachers will develop strategies to provide appropriate TIERED instruction to students who have learning deficiencies.	2.4, 2.6	Campus Administration Instructional Staff Counselor Computer Lab Paraprofessionals	Improved CBA and state assessment data, DRA and MAP results, and student grades.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 7) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to, McGraw Hil, Get More Math,		Campus Administrators Curriculum Director Special Ed Director Special Programs Director	Improved instruction resulting in higher academic achievement				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue





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

**Performance Objective 2:** At least 75% of fifth-grade students will pass the STAAR science assessment.

**Evaluation Data Source(s) 2:** Improved student performance as evidenced in CBA and STAAR Science data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Content curriculum will be implemented with fidelity following TEKS RS scope and sequence.	2.4, 2.6	Campus Administrators, Classroom Instructors, Director of Elementary Instruction and Rtl	Improved academic results				
2) Utilization of data spreadsheet tracking system for culmination of yearly progress and to chart individual student growth throughout the school year.	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved student performance				
3) Instructors will focus on questioning and feedback (both written and oral) as it relates to effective instruction.	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Walkthroughs, lesson plans, student assessment scores/grades, Team Planning Agendas, IDP Meeting notes.				
4) Weekly grade/subject student data meetings to disaggregate data, develop plans for spiraling of information, incorporating problem solving and higher-level thinking to positively impact instruction in the classroom.	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Meeting agendas, walk-throughs, student achievement data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Mar	May
5) Implementation and evaluate the results of TEA's STAAR interim assessment for science to improve instruction and address student academic needs.	2.4, 2.6	Campus Administration, Subject Instructors, Director of Elementary Instruction of RtI, Online and Digital Coordinator	Improved student performance				
6) Use of Backwards design concept in the planning process.	2.4, 2.6	Principal, AP, Instructional Staff	Lesson plans, walk-through data				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>7) Provide professional development opportunities that support campus goals for student improvement.</p>		Campus Administrators, Director of Elementary Instruction and RtI, Director of Special Programs, Director of Special Services	Improved instruction resulting in higher academic achievement				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p><b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>8) Science grade level meetings will be held at a minimum of twice each six weeks to evaluate student data to adjust instruction, tutoring, acceleration, and intervention.</p>		Campus Administrators, Instructional Staff, Reading Specialist, Director of Elementary of Instruction and RtI	Improvement in CBA and state assessment date				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

**Performance Objective 3:** All students will show at least one year's growth in math by earning a progress measure on the STAAR math assessment.

**Evaluation Data Source(s) 3:** Improved student performance on local assessments, FAST Math data, and STAAR results.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p><b>TEA Priorities</b> Build a foundation of reading and math 1) Content curriculum will be implemented with fidelity following TEKS RS scope and sequence.</p>	2.4	Campus Administrators, Classroom Instructors, Director of Elementary Instruction and RtI	Improved academic results				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Teachers will utilize the C.U.B.E.S. strategy for math problem solving.</p>	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved student performance of classroom assignments, CMA and STAAR data				
<p><b>TEA Priorities</b> Build a foundation of reading and math 3) Teachers will provide ninety minutes of math instruction, included guided math, daily.</p>	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved student performance of classroom assignments, CBA and STAAR data				
<p><b>TEA Priorities</b> Build a foundation of reading and math 4) FASTT Math will be used to improve and track students ability to use math facts.</p>	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved student performance of classroom assignments, CBA and STAAR data				
<p><b>TEA Priorities</b> Build a foundation of reading and math 5) Support math instruction through a family math night.</p>	2.5, 2.6, 3.1, 3.2	Principal, AP, Instructional Staff, Paraprofessionals	Improved student performance Increase in parental involvement				

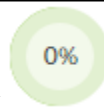
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Build a foundation of reading and math 6) Utilization of M.A.T.H. (Manipulatives, at your seat, teacher table, hands on) rotations in the classroom as a primary driver of the instructional/learning structure.	2.4, 2.6	Principal, AP, Instructional Staff, Paraprofessionals	Improved assessment data, individual student growth, walkthroughs, lesson plans				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 7) Provide professional development opportunities that support campus goals for student improvement including Lead4Ward Math,		Campus Administrators, Director Elementary Instruction and RtI Director of Special Programs, Director of Special Services	Improved instruction resulting in higher academic achievement				
<b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 8) Math grade level meetings will be held at a minimum of twice each six weeks to evaluate student data to adjust instruction, tutoring, acceleration, and intervention.		Campus Administrators, Instructional Staff, Reading Specialist, Director of Elementary of Instruction and RtI	Improvement in CBA and state assessment date				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


### Goal 3: Promote the engagement of parents and community members to build relationships.

**Performance Objective 1:** Provide opportunities for parents to engage in the school.


**Evaluation Data Source(s) 1:** Sign-in sheets, parent feedback

**Summative Evaluation 1:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Host Open House, a "Parent Night" and a "Math Night" to inform parents about what their child is learning and showcase the level of work they have completed.	2.5, 3.1, 3.2	Campus Administrators, Instructors	Sign in sheets/agendas				
2) Provide parents a quarterly "Parental and Family Engagement" newsletter on the campus web page in English, Spanish, and Vietnamese.	3.1	Campus Administration Director of Special Programs	Increased parent engagement specifically for EL students				
3) Produce a quarterly communication that will appear on campus website and in local news affiliates.	3.1	Campus Administration, Director of Elementary Instruction and RtI	Increased parent and community engagement				
4) Utilize social media platforms including district/campus app to communicate with parents and community.	3.1	Campus Administration Journalism Instructor	Increased parent and community engagement				
5) CIS will host a field day.	3.1	Campus Administrators Instructions Aides	Parent/Community participation				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 3:** Promote the engagement of parents and community members to build relationships.

**Performance Objective 2:** Promote a partnership between the school and the community.

**Evaluation Data Source(s) 2:** Participation in community events, Sign-in sheets when community members participate in campus activities

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Partner with community members to provide additional support for students such as: coats, school supplies and shoes.	3.1	Campus Administrators Counselor Instructors	Increase student performance. Increase in student attendance.				
2) Produce a quarterly communication that will appear on campus website and in local news affiliates.	3.1	Campus Administration, Director of Elementary Instruction and RtI	Increased parent and community engagement				
3) Utilize social media platforms including district/campus app to communicate with parents and community.	3.1	Campus Administration Journalism Instructor	Increased parent and community engagement				



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




## Goal 4: Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

**Performance Objective 1:** CIS students and staff will receive ongoing health and wellness services.

**Evaluation Data Source(s) 1:** Number of discipline referrals, nurse referrals, attendance rate, staff retention rate

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide additional nutritional support through the Back Pack For Kids Program based upon students' needs.	2.6	Campus Administrators Counselor Instructors	Increase student performance. Increase in student attendance.				
2) Healthy life skills will be taught through Physical Education program.		Campus Administrators, Physical Education Instructor	Increase student performance. Increase in student attendance.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) All new instructors will be provided a campus mentor.		Campus Administrators, Instructional Mentors	Improved campus morale Improved staff attendance Decreased number of teacher turnover.				
							

**Goal 4:** Establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

**Performance Objective 2:** Students and staff will be provided a safe and positive learning environment.

**Evaluation Data Source(s) 2:** Number of discipline referrals, nurse referrals, attendance rate staff retention rate

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Administrators will conduct beginning of the year student assemblies to lay the groundwork for high expectations, standards, procedures and consequences.		Campus administrators	Decreased number of discipline referrals.				
2) Conduct incentive days for positive reinforcement of good behavior and academic effort.		Campus Administration	Increasing numbers of students that are eligible for participation, decreased number of discipline referrals, higher campus morale.				
3) Utilization a campus wide discipline management system to increase academic performance in all student groups.		Campus Administrators Counselor Instructors Paraprofessionals	Decreased numbers of discipline referrals, higher student achievement scores in all measurable areas.				
4) Counselor will provide career and college preparatory experiences for students through the use of a career interest inventory, providing career awareness through the ELAR/SS/Elective classes and by visiting the CHS CTE classes and touring the facility.	2.6	Campus Administrators Counselor Instructors	Increased awareness Completed career inventories.				
5) Administrator will provide training for all employees and students regarding the prevention, identifying, responding to, and reporting of bullying incidents.		Campus Administrators, Counselor, Instructors, Paraprofessionals	Trainings/agendas, bully box implementation, student assembly and training/education				
6) Administrators will provide common meeting times for instructional staff throughout the school year to promote professional dialogue and stakeholder learning focused on research based instructional practices, student achievement data and learner centered instruction.	2.4, 2.6, 3.2	Campus Administrators, Instructors	Meeting Agendas/sign in sheets, TEAM logs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
7) All faculty and staff will receive updated training over the campus and district Emergency Operations Plan.		Campus Administrators Campus Police	Increased safety and security of campus				