

# Center Independent School District

## District Improvement Plan

### 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.

## 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

Goals ..... 4

Goal 1: Literacy will improve across all grade levels with students making academic progress by one or more years. .... 4

Goal 2: Academic achievement of all student will increase in all content areas ..... 12

Goal 3: Graduates will show post-secondary readiness as determined by the TEA and represented in the CCMR indicator of A-F Accountability. . . . 16

Goal 4: District and campus level engagement will be promoted by building strong relationships with parents and community members. .... 18

Goal 5: A learning environment that promotes the physical, mental and emotional well-being of all staff and students will be maintained. .... 20

# 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, 75% of the students will attain a level 4 or above with 50% of students achieving a level 6 or above on DRA.

**Evaluation Data Source(s) 1:** DRA screenings





**Summative Evaluation 1:**

**High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

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 1) Kindergarten will utilize the McGraw Hill RLA Curriculum with fidelity.	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RTI, Director of Special Programs, Instructors	Increased student reading levels				

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>2) Kindergarten instructors will utilize reading assessments to systemically monitor student reading levels and progress.</p>	2.4, 2.6	Campus Administrators Instructors, Director of Elementary Instruction and RtI, Director of Special Services, Director of Special Programs	Individual student growth in reading Decreased disparity between targeted groups				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>3) 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>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Instructors	Improved classroom instruction Improved student performance				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Provide professional development opportunities that support campus goals for student improvement that includes, but is not limited to: McGraw Hill Vertical Alignment ELPS</p>	2.4, 2.6	Campus Administrators, Director of Elementary Instruction and RtI, Director of Special Programs, Director of Special Services, Instructors	Improved instruction that results in higher academic achievement				

 = Accomplished   
 = Continue/Modify   
 = No Progress   
 = Discontinue

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

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

**Evaluation Data Source(s) 2:** DRA, MAP, CBA, and state assessments.

**Summative Evaluation 2:**

**High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

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) Grades K through 8th will implement the McGraw Hill RLA Curriculum with fidelity. Grades 9-12 will utilize TEKSRS.</p>	2.4	Directors of Instruction and RtI, Director of Special Programs, Campus Administrators, Instructors	Improved classroom instruction Improved student performance				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) Grades K-12 will utilize reading assessments to systemically monitor student reading levels and progress.</p>	2.4, 2.6	Campus Administrators, Directors of Instruction and RtI, Director of Special Services, Director of Special Programs, Instructors	Improved student achievement				

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>3) The following reading and phonics programs will be used for instruction, tutorials, acceleration and intervention: -McGraw Hill phonics at FLM, CES and CIS - Istation at FLM and CES -Pathblazer at CIS - Learning A to Z at FLM and CES -Writing Academy at CIS and CMS - iRead at CES - Systems 44 at CIS and CMS - Read 180 at CMS and CHS - Leveled reading libraries</p>	2.6	Campus Administrators, Directors of Instruction and RtI, Director of Special Programs, Director of Special Services, Instructors	Increased student success in literacy by one or more grade level by EOY				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) Campus Administrators and/or Directors of Instruction 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>	2.4, 2.6	Campus Administrators, Directors of Instruction and RtI, Instructors	Improved student performance Improved classroom instruction				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) RLA vertical alignment meetings will be held between campuses every nine weeks to maintain systemic instructional initiatives.</p>	2.4, 2.6	Directors of Instruction and RtI, Director of Special Programs, Director of Special Services, Campus Administrators	Improved assessment data				

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>6) RRA, CHS CMS, and CIS will conduct MAP diagnostic screenings at BOY, MOY and EOY for Reading. Assessment results will be integrated into Edgenuity Intervention Programs that will be monitored by instructors, reading specialists, campus RtI clerks, and Directors of Instruction and RtI through the RtI program.</p>	2.4, 2.6	Directors of Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff, Reading Specialists, RtI Clerks	Improved student achievement				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>7) Tier 3 reading interventions will be provided by a reading teacher/specialist at every campus. Documentation will be input and monitored by the RtI Clerk at every campus.</p>	2.6	Directors of Instruction and RtI, Campus Administrators, Reading Specialists, RtI Clerks	Improved individual student growth				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>8) Supplies and materials that support instruction to increase reading achievement for all students will be provided.</p>	2.6	Campus Administrators, Academic Coordinators, CTE Director, Directors of Instruction and RtI, Director of Special Programs, Director of Special Services	Increased student engagement				



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>9) Professional development opportunities will be made available to instructional staff and support staff that support district and campus goals for student improvement.</p>	2.4, 2.6	Campus Administrators, Directors of Instruction and RtI, Director of Special Programs, Director of Special Services, CTE Director, Instructors	Improved classroom instruction Improved student performance				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals</p> <p>10) 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>	2.4	Campus Administrators, Human Resources Director, Director of Special Programs, Director of Finance	Reduced turnover and reduction in alternative certification plans				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 3:** K-12 students will show improvement in writing.





**Evaluation Data Source(s) 3:** Writing portfolios, state assessments

**Summative Evaluation 3:**

**High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

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) The following writing programs will be utilized for the improvement of writing: - McGraw Hill RLA Curriculum - Writing Academy at CIS and CMS - iRead at CES - Cornerstone writing samples</p>	2.4, 2.6	Directors of Instruction and RtI, Campus Administrators, Instructors	Improved writing samples as documented by TELPAS results, state assessments, and writing rubrics				
<p><b>TEA Priorities</b> Build a foundation of reading and math 2) All students will possess writing portfolios with at least three writing samples. These samples will have teacher feedback based upon the grade-level writing rubric. Support for the systemic implementation of this writing strategy will be provided.</p>	2.4, 2.6	Campus Administrators, Directors of Instruction and RtI, Instructors	Improved writing samples as documented by TELPAS results, state assessments, and writing rubrics				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 3) Opportunities for professional development to instructional and support staff to increase writing achievement for all students will be made available.</p>	2.6	Campus Administrators, Directors of Instruction and RtI, Director of Special Programs, Instructors	Improved classroom instruction as documented in classroom walkthroughs , Improved student performance as evidenced in writing rubrics, CBAs, and state assessments				

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) Supplies and materials that support instruction to increase writing achievement for all students will be made available.	2.6	Campus Administrators, Director of Special Programs, Directors of Instruction and RtI, Director of Special Services, CTE Director	Walkthrough data showing increased student engagement				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

**Performance Objective 1:** The academic achievement gap among student groups will narrow by 2% as indicated by the "Closing the Gaps" domain data.





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

**Summative Evaluation 1:**

**High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

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) Supplies and materials that support instruction to increase Mathematics, Science and Social Studies achievement for all students will be made available.</p>	2.6	Directors of Instruction and RtI, Campus Administrators, Director of Special Services, Director of Special Programs, CTE Director	Increased student engagement				
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Stipends in the areas of math, science, and foreign language at the secondary level and bilingual at the elementary level will be paid to qualified instructors in an effort to recruit and retain highly qualified instructors to improve the achievement of all students.</p>	2.4, 2.6	Campus Administrators, Human Resource Director, Director of Special Programs, Director of Finance	Equity Plan				

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>3) Technology that supports Math, Science and Social Studies in the classroom will be purchased that includes but is not limited to: STEMScopes EdPuzzle Measuring Up Live 2.0 Education Galaxy Scholastic News Social Studies Weekly Pebble Go Do the Math Now FASTT Math</p>	2.4, 2.6	Directors of Instruction and RtI, Digital Online/Learning Coordinator, Director of Technology, Campus Administrators	Increased use of technology to support instruction which leads to improved student performance				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>4) RRA, CHS CMS, and CIS will conduct MAP diagnostic screenings at BOY, MOY and EOY for Math. Assessment results will be integrated into Edgenuity Intervention Programs that will be monitored by instructors, interventionist, campus RtI clerk and Directors of Instruction and RtI through the RtI program.</p>	2.4, 2.6	Directors of Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff Reading Specialists, RtI Clerks	Improved student performance				
<b>Funding Sources:</b> 270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo - 41666.67, 410 State Textbook Fund - 27000.00							
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>5) Director of Special Services, Director of Special Programs, 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>	2.6	Director of Special Services, Director of Special Programs, Campus Administrators	Improved differentiated instruction Improved student performance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </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.

**Evaluation Data Source(s) 2:** Data disaggregation and planning based on the results to target areas of need

**Summative Evaluation 2:**

**High Priority**

**TEA Priorities:** 2. Build a foundation of reading and math.

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) Solidify the understanding, evaluation, and application of Closing the Gaps domain data.</p>	2.6	Directors of Instruction and RtI, Director of Special Services, Director of Special Programs, Campus Administrators, Instructors	Improved instruction that results in increased academic achievement evident in walkthroughs, T-TESS, CBA, MAP, and state assessment results				
<p>2) Gifted and Talented instructors will attend training to learn strategies to extend student learning and to develop critical, creative and reflective thinking.</p>	2.5	Director of Special Programs, Campus Administrators, GT Instructors	Improved GT instruction Improved GT student products				
<p><b>TEA Priorities</b> Build a foundation of reading and math 3) Review, evaluate and ensure understanding of the TELPAS indicator as part of the Closing the Gaps Domain.</p>	2.5, 2.6	Director of Special Programs, Campus Administrators, Bil/ESL Instructors	Improved Bil/ESL instruction Improved EL student achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May

### 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


**Evaluation Data Source(s) 1:** OnData Suite, PEIMS coding

**Summative Evaluation 1:**


**High Priority**

**TEA Priorities:** 3. Connect high school to career and college.


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Connect high school to career and college 1) Audit, provide professional development and correct of PEIMS coding procedures		Director of Secondary Instruction and RtI, PEIMS Coordinator, Campus Administrators, CTE Director	Quality PEIMS coding				
<b>TEA Priorities</b> Connect high school to career and college 2) Use OnDateSuite to review PEIMS data in an integral format.		Director of Secondary Instruction and RtI, PEIMS Coordinator, Campus Administration, CTE Director	Quality PEIMS coding				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**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:** 65% of CISD graduates will earn a TEA recognized CCMR point.


**Evaluation Data Source(s) 2:** 2019-2020 State Accountability System


**Summative Evaluation 2:**


**High Priority**


**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<b>TEA Priorities</b> Connect high school to career and college 1) Promote completion of CTE coherent sequence of courses.	2.5	Campus Administrators, CTE Director, Counselors	Increased number of earned endorsements and certifications				
<b>TEA Priorities</b> Connect high school to career and college 2) Promote military option knowledge via ASVAB assessment and recruiter visits.		Campus Administrators, CTE Director, Counselors	Increased military enlistment				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


# 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.

**Evaluation Data Source(s) 1:** Calendars, Agendas, Sign In Sheets

**Summative Evaluation 1:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) 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.	3.1, 3.2	Campus Administrators, Academic Coordinators, Digital/Online Learning Coordinator	Increased parental engagement Improved student achievement				
2) Community forums that promote the access and use of parent portal and online registration.	3.2	Superintendent, Campus Administrators, Director of Technology, Digital/Online Learning Coordinator, PEIMS Coordinator	Increased parental engagement Improved student performance				
							


**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 Source(s) 2:** Quarterly reports, views

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) 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.		Superintendent, Director of Technology, Digital/Online Learning Coordinator, Campus Administrators	Increased parent and community engagement				
2) The community will be updated on relevant information through a blog created by the superintendent.		Superintendent	Increased parent and community engagement				
3) Utilize the district app to communicate with parents and community members.		Superintendent, Campus Administrators, Journalism Instructor	Increased parent and community engagement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Evaluation Data Source(s) 1:** Program lesson plans, sign-in sheets, calendar, recorded examples

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide training through EduHero for all staff that includes, but is not limited to, - Child Abuse Awareness and Responsibilities - Classroom Conflict - Suicide Awareness - Bullying and Cyber-bullying - Teen Dating Violence - Drug and Alcohol prevention - Sexual Harassment		Superintendent, Campus Administrators, Directors of Instruction and RtI	Appropriate action by staff and students in incidents				
2) Student Needs Liaisons will work with administrators and instructors to provide a character and SEL program.		Campus Administrators, Student Needs Liaisons, Counselors	Increased student attendance Decreased discipline referrals				
3) The Special Services Department will provide a continuum of services for disciplinary-behavioral student needs.		Director of Special Services, Special Services Personnel	Decreased BMC referrals				
4) Publicize and communicate 'bullying' prevention measures to all stakeholders through various school and community media.		Campus Administrators, Director of Special Services, Campus Counselors	Decreased reports/incidents of bullying				

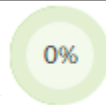
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
5) Support of the School Health Advisory Council (SHAC) to coordinate school health programs at the campus and district level.	3.2	Campus Administrators, Campus Counselors	Improved safety and health reports Increased parent/community engagement				
6) 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.	3.2	Director of Special Services, Director Special Programs, Special Services Counselors Special Services Staff	Increased parent attendance and engagement				
7) Provide annual transition information to secondary students and their parents.	3.2	Director of Special Services, Special Services Instructors	Increase parent attendance and engagement				
8) Develop and align the organization and focus of extracurricular programs in grades 6-12.	3.1	MS and HS Campus Administrators, Athletic Director, Program Coordinators	Increased student participation in extracurricular activities				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


**Evaluation Data Source(s) 2:** The annual review, updating, and application of the District Emergency Operations Plan with each campus receiving training.

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Campus Administrators will review and revise the crisis management plan at each campus and communicate the district's emergency operation procedures to all stakeholders.		Superintendent Campus Administrators, CISD Police Department	Updated plans Drill documentation				
2) Regularly evaluate and perform needed improvement to facilities to ensure a safe and functional environment for faculty, staff, and students.		Superintendent, Director of Maintenance and Transportation, Campus Administration	Campus facility improvements				
3) Provide opportunities for staff to attend training and conferences to support all special programs, school climate and safety, and parental engagement.		Superintendent, Campus Administrators, School Safety Personnel, Director of Special Services, Director of Special Programs, Directors of Instruction and RtI	Documentation of professional development attendance				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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:** 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 Source(s) 3:** PEIMS data such as student attendance. PRS program student files

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Provide Compensatory Education Home Instruction (CEHI) for the regular education student by a certified teacher.	2.6	Director of Special Services, Campus counselors, School nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
2) Provide individual counseling, peer counseling/support group, and self-help programs.	2.6	Director of Special Services, Campus counselors, School nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
3) Provide transportation for children of students to/from the campus or childcare center.	2.6	Director of Special Services, Director of Maintenance and Transportation, Campus counselors, School nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
4) Provide transportation for PRS students to/from home and/or campus (if the student meets CISD transportation guidelines).	2.6	Director of Special Services, Director of Maintenance and Transportation, Campus counselors, School nurse, CEHI Instructor	Lower drop out rate Higher completion rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
5) Provide instruction related to child development, parenting, and home and family living.	2.6	Director of Special Services, Campus counselors, School nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
6) Provide assistance in obtaining available services from government agencies or community service organizations, including prenatal and postnatal health, and nutrition programs.	2.6	Director of Special Services, Campus counselors, School nurse, CEHI Instructor	Lower drop out rate Higher completion rate				
