

Center Independent School District
Center Intermediate School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Demographics of Center Intermediate School are diverse. Our ethnic distribution as reported in TAPR for 2016/17 is: 18.8% African American, 43.8% Hispanic, 33.2% White, 2.8% Asian and 1.3% two or more races. Our largest increase has been in our Hispanic population.

Demographics Strengths

Teachers are required to be ESL certified.

New comers receive targeted, small group instruction by a bilingual teacher.

We have increased the number of staff who are bilingual.

We actively recruit and seek out Bilingual teachers by attending job fairs.

We are continuing to cluster our ELL students in classes to maximize support staff to meet the needs of these students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student population changes our instruction will need to change in order to address individual student needs and to accommodate the diverse cultures represented in our district. **Root Cause:** This will include: Employing staff to facilitate communication with parents and staff development in effective instruction for diverse learners. Actively recruit staff that are representative of our student population (Hiring of more African-American and Hispanic teachers and increasing the number of male teachers on campus).

Problem Statement 2: Continuing to seek more effective ways to communicate with and involve our parents (specifically our Spanish and Burmese speaking parents, and our economically disadvantaged parents).

Student Achievement

Student Achievement Summary

On our last Campus Report Card we were designated as Met Standard. We showed gains in every tested area with the exception of 4th grade writing. Writing continues to be a strong area of focus. We are comparable to the state average on our writing samples (state=3.8, CIS=3.7); however, revision is the area of greatest focus.

Student Achievement Strengths

Adequate growth was shown last year at CIS.

Implementation of research based instructional practices have taken place campus wide to improve instruction (Writing Academy, M.A.T.H. rotations, Do The Math, Gateway Science (4E Model), Daily 5/Cafe, Guided Reading (class groupings and campus-wide reading groups), iStation, Reading/Writing/Math/Science Camps, System 44 and the addition of our Reading Specialist for tier 3 intervention.)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Subpopulations (with a distinct focus on Special Education, ELL's and African American) within results need to be targeted with intensive interventions in all content areas.

Problem Statement 2: Recruitment of teachers who are specialized in Reading and Math.

Problem Statement 3: Continued teacher trainings in researched based instructional practices.

Problem Statement 4: Build in additional way for students to develop more stamina in both reading and test taking.

School Culture and Climate

School Culture and Climate Summary

According to parent surveys, as well as staff and student feedback, the culture and climate at CIS is positive. Teachers and staff work hard to reach all children and push them to meet their potential. The Academic Teaming concept has allowed us to create a "school with in a school" system where students and staff feel as they are part of a team. In addition, we have a unified school-wide discipline management system that provides consistency, structure and positive reinforcement. We provide multiple opportunities for students to have positive experiences and be involved outside of the normal scope of the school day (Art Walk, Sock Hop Dance, Academic UIL, CR3, Science Club, Field Trips, Reading and Math Nights and Incentive Days).

School Culture and Climate Strengths

Our campus is very student-centered.

Academic Teaming - has contributed to an increase in staff collaboration, planning, support and teamwork. This culture has greatly contributed to overall student success.

School-Wide Discipline Plan - Decreased number of out of class placements, which increased learning. The use of positive reinforcement (Incentive Days) helps motivate students to act better and work harder.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need to incorporate more opportunities for parents to volunteer to help with school activities.

Problem Statement 2: Develop a better system to communicate the positive things going on at CIS as well as upcoming events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2017/18 Texas Academic Performance report, CIS employs a staff of 48. Teachers make up 59% of that staff and 5% of the staff is comprised of professional support. The ethnic breakdown of our teaching staff is 3.5% African-American, 5% Hispanic and 91.4% White. The educational status of CISD teachers is 83.9 % hold a Bachelor's degree and 15% hold a Masters degree.

*53.3% of our staff has less than 5 years experience.

*25.6% of our staff has between 6-20 years experience.

*21.2% of our staff has over 20 years of experience.

Staff Quality, Recruitment, and Retention Strengths

CIS strives to recruit highly qualified teachers, many of which are from our local community. We attend job fairs and make every attempt to recruit the best candidates possible. We also have many instructional aides that are currently working towards their teacher certification. We want to grow and retain teachers on our campus. CIS provides new teacher orientation for teachers to acclimate them to the district and the campus. CIS assigns mentors for those teachers new to the district. CIS has also incorporated a new teacher support group for the fall semester to help new staff transition.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We will work to provide more support and mentoring for new teachers as well as providing more opportunities for staff to participate in on-campus and off-campus staff development.

Problem Statement 2: With the changing demographics of our community, CIS needs to recruit more bilingual and minority teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus initiatives center around improving literacy. We sustain curricular alignment through the use of TEKS Resource System, which is aligned to the TEKS. Our teachers utilize multiple best practices and resources to drive instruction (Daily 5/CAFE, Guided Reading, Writing Academy, 6+1 Traits of Writing, DRA, iStation, System 44, interactive notebooks, MATH stations, Gateway Science -4E Model, DMAC). They plan together weekly as well as having a designated day each nine-weeks to plan for the upcoming nine-weeks. Cumulative on-going student data is used to make adjustments to curriculum, instruction and even scheduling.

Curriculum, Instruction, and Assessment Strengths

- Academic Teaming
- Instructional support
- Planning time, teaming time and scheduled weekly data meetings
- Small groups
- Flexibility in scheduling
- iStation Reading
- Teacher input on assessments eases student anxiety and makes assessing fair and equitable

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Reading and writing (specifically our SPED, AA and ELL students) is an area in which we are targeting campus-wide in all subjects.

Parent and Community Engagement

Parent and Community Engagement Summary

CIS works to ensure that all stakeholders are informed, invested and involved as partners in supporting our school to maintain high expectations and high achievement for all students. Through parent nights (Meet the Teacher, Reading Night, Math Night), individual parent meetings and informational parent meetings, CIS strives to involve parents in the education of their children.

Parent and Community Engagement Strengths

CIS has implemented individual parent meetings at all levels to increase family involvement. Academic Teaming has also increased our effectiveness in communicating with parents. In addition to the campus meetings we will be hosting informational meetings for parents such as: G.T., Dyslexia, and Special Education.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: CIS needs to increase family and community involvement at all levels and with all ethnic groups. We struggle with getting involvement from the community and parents.

School Context and Organization

School Context and Organization Summary

CIS has implemented processes, structures and staff leadership opportunities to focus on continually improving the quality of teaching and learning.

District/Campus goals are communicated through campus meetings. We will use DMAC data, State assessment data and walkthrough data to monitor the progress of goals. Goals will be evaluated multiple times throughout the year through administrative and staff meetings and documented within the framework of the Campus Plan.

School Context and Organization Strengths

- Academic Teaming
- Departmentalization
- Reading Enrichment
- Administrator and Teacher Leadership
- Flexibility in scheduling
- Maximization of learning time

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continue refining Academic Teaming and RtI processes.

Technology

Technology Summary

CIS has made great strides in the implementation of technology. We currently have a 1:2 Chromebook/iPad initiative at CIS. Our Texas Campus STaR Chart Survey Summary indicates that we are in the Developing stage in areas 1-3 (Teaching and Learning, Educator Preparation and Development, Leadership/Administration and Instructional Support), while our survey indicated that our staff felt we were at a level of Advanced in area 4 (Infrastructure for Technology).

Technology Strengths

The CIS staff uses an array of technology resources to engage students in learning (iStation, Storyline Online in Reading, Quizizz, Kahoot, online Jeopardy, BrainPop, pic collage, Think through Math). We offer trainings after school on Google and Apps that will help teacher incorporate technology into their instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: More in-depth training with time to create/setup technology along with follow up support needs to be increased.

Problem Statement 2: We have had issues with our filter (firewall) and external devices like headphones.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy and math.

Performance Objective 1: All students will show at least one year's growth in reading.

Evaluation Data Source(s) 1: Improved student performance as evidenced in local assessment data, DRA and STAAR results.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CIS will provide students with at least 90 minutes of reading instruction daily. Supporting staff will go into each reading classroom to provide assistance	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance on classroom assignments. Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved STAAR scores				
2) CIS instructional aides and other supporting staff will work with classroom teaches to assist them in providing more individual and small group instruction in all reading classes.	2.4, 2.6	Principal, AP, Instructional Staff, Aides	Utilization of differentiation activities, walkthrough documentation, lesson plans, IDP's, improved local and state assessment scores, improved DRA and iStation scores.				
3) Teachers will utilize the Johnny Can Spell Phonics program.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance on classroom assignments. Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved STAAR scores				
4) CIS will utilize a data spreadsheet tracking system for culmination of yearly progress and to chart individual student growth in all content areas throughout the school year.	2.4, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance through targeted data tracking and instructional modification.				

5) CIS teachers will be focusing on questioning and feedback (both written and oral) as it relates to effective instruction.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Walkthroughs, lesson plans, student assessment scores/grades, Team Planning Agendas, IDP Meeting notes.				
6) 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.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance on classroom assignments. Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved STAAR scores				
7) CIS will have 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, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Meeting agendas, walk-throughs, student achievement data				
8) CIS will continue to use the Backwards design concept in the planning process.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff	Lesson plans, walk-through data				
9) CIS will provide tier 3 intensive reading intervention for struggling readers through our Reading Specialist.	2.4, 2.6	Principal, AP, Reading Specialist	Improved student performance on classroom assignments. Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved STAAR scores				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy and math.

Performance Objective 2: All students will show at least one year's growth in writing.

Evaluation Data Source(s) 2: Improvement evidenced by yearly writing samples, local assessments, and STAAR results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CIS teachers will put a special emphasis on writing across content areas to ensure real understanding of concepts.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved assessment data, improved writing samples and increased opportunities to write relevant and meaningful pieces. Walkthroughs, lesson plans.				
2) All writing teachers will submit student writing samples for review every six weeks.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved writing samples				
3) Special emphasis will be placed on the revision and editing of writing work (both- original student pieces and those of a standardized format)	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved writing samples Improved STAAR scores Improved local assessment scores.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy and math.

Performance Objective 3: All students will show at least one year's growth in math.

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
1) Teachers will utilize the C.U.B.E.S. strategy for math problem solving.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance of classroom assignments Improved DMAC data Improved STAAR data				
2) Teachers will provide ninety minutes of math instruction, included guided math, daily.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance of classroom assignments Improved DMAC data Improved STAAR data				
3) FASTT Math will be used to improve and track students ability to use math facts.	2.4, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved student performance of classroom assignments Improved DMAC data Improved STAAR data				
4) CIS will support math instruction through a family math night.	2.5, 2.6, 3.1, 3.2	Principal, AP, Instructional Staff, Aides	Improved student performance Increase in parental involvement				
5) CIS will utilize 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, 2.5, 2.6	Principal, AP, Instructional Staff, Aides	Improved assessment data, individual student growth, walkthroughs, lesson plans				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Emphasize, sustain, and improve upon systemic instructional initiatives in literacy and math.

Performance Objective 4: The academic achievement gap among student groups will close.

Evaluation Data Source(s) 4: Local assessment data, STAAR data

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CIS campus administrators will monitor student demographic data from all assessments to narrow the achievement gaps between student groups by modifying instruction and interventions to meet the needs of individual students.	2.4, 2.5, 2.6	Campus Administration Instructional Staff Counselor	Improved local and state assessment data				
2) CIS administration will meet regularly with instructional staff to discuss unit planning designs, student learning targets, learner-centered instructional strategies, and individual professional development plans.	2.4, 2.5, 2.6	Campus Administration Instructional Staff Counselor	Unit planning guide, focused student learning targets, utilization of research based instructional strategies.				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> 3) CIS administration and teachers will effectively schedule students based on individual academic needs based on DRA scores, teacher input, portfolio work, STAAR scores, unit assessment and grades. This will enable staff to be maximized to offer assistance to the kids that need the help the most and to limit the levels of differentiation that needs to occur in the classroom to provide more individualization. Emphases will be placed on sub pops especially ESL.	2.4, 2.5, 2.6	Campus Administration ESL teacher Instructional Staff Counselor Supporting staff	Maximized learning opportunities Improved assessment data, differentiated activities/products, improved DRA scores, improved writing samples				
4) Professional development will be provided to increase achievement for all students, with emphasis on African American, SPED and ESL students.	2.4, 2.5, 2.6	Campus Administration Instructional Staff Counselor Aides	Improved student performance				

5) CIS teachers will enhance usage of multiple online platforms to support, extend and enhance learning opportunities.	2.4, 2.5, 2.6	Campus Administration Instructional Staff Counselor Computer Lab Aides	Ipad apps, Istation, FASTT Math, System 44, student work samples, walk-through/observations.				
Targeted Support Strategy Critical Success Factors CSF 1	2.4, 2.5, 2.6	Campus Administration ESL Director Instructional Staff Counselor Computer Lab Aides Special Programs Director	Increase teacher knowledge and understanding of ESL strategies Increase teacher strategies toolkit Improved student performance				
6) Professional development will be provided over Sheltered Instruction to increase achievement for all students, with special emphasis on ESL students.							
7) Special Education teachers will receive additional training over System 44 and continue to refine the program with special education students.		Campus Administration SPED Instructional Staff Special Services Director	Improved student performance				
8) CIS administration and teachers will develop strategies to provide appropriate TIERED instruction to students who have learning deficiencies.	2.4, 2.5, 2.6	Campus Administration Instructional Staff Counselor Computer Lab Aides	Improved local and state assessment data, DRA results and student grades.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: CISD will 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) CIS will provide additional nutritional support through the Back Pack For Kids Program based upon students' needs.	2.5, 2.6	Campus Administrators Counselor Teachers	Increase student performance. Increase in student attendance.				
2) Healthy life skills will be taught through our Physical Education program.	2.5	Campus Administrators Physical Education Teacher	Increase student performance. Increase in student attendance.				
3) CIS will partner with community members to provide additional support for students such as: coats, school supplies and shoes.	2.5	Campus Administrators Counselor Teachers	Increase student performance. Increase in student attendance.				
4) All new teachers to CIS will be provided a campus mentor.		Campus Administrators Mentor Teachers	Improved campus morale Improved staff attendance Decreased number of teacher turnover.				
= Accomplished = Continue/Modify = No Progress = Discontinue							







Goal 2: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

Performance Objective 2: CIS 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) CIS administration will conduct beginning of the year student assemblies to lay the groundwork for high expectations, standards, procedures and consequences.	2.5	Campus administration	Decreased number of discipline referrals.				
2) CIS will conduct incentive days for positive reinforcement of good behavior and academic effort.	2.5	Campus Administration	Increasing numbers of students that are eligible for participation, decreased number of discipline referrals, higher campus morale.				
3) CIS will continue utilizing a campus wide discipline management system to increase academic performance in all student groups.	2.4, 2.5, 2.6	Campus Administrators Counselor Teachers Aides	Decreased numbers of discipline referrals, higher student achievement scores in all measurable areas.				
4) CIS will host 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 Teachers	Sign in sheets/agendas				
5) CIS 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.	2.5, 2.6	Campus Administrators Counselor Teachers	Increased awareness Completed career inventories.				
6) CIS administration will provide training for all employees and students regarding the prevention, identifying, responding to, and reporting of bullying incidents.		Campus Administrators Counselor Teachers Aides	Trainings/agendas, bully box implementation, student assembly and training/education				
7) CIS administration 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, 2.5, 2.6, 3.2	Campus Administrators Teachers	Meeting Agendas/sign in sheets, TEAM logs.				







8) CIS will host a field day.	2.5	Campus Administrators Teachers Aides					
9) 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				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Design, support, and encourage extracurricular programs.

Performance Objective 1: CIS will advance an extracurricular mission that instills competitive values and teamwork.

Evaluation Data Source(s) 1: Increased participation in extracurricular activities and lower retention/dropout rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) CIS will promote and encourage participation in Academic UIL events.	2.5	Campus Administrators Teachers	Increased participation				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							