

Center Independent School District
Center Intermediate School
2017-2018 Campus Improvement Plan

Comprehensive Needs Assessment

Demographics

Demographics Summary

The Demographics of Center Intermediate School are diverse. Our ethnic distribution as reported in TAPR for 2015/16 is: 22.8% African American, 39.9% Hispanic, 31.6% White, 4.4% Asian and 1.3% two or more races. Our largest increase has been in our Asian 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

Based on our Campus Report Card we were designated as Met Standard. This accountability rating is based on four indexes: student achievement, student progress, closing performance gaps, and postsecondary readiness. As a campus, we were above target score and showed growth in all 4 indexes.

Student Achievement Strengths

Adequate growth was shown across all four indexes for our campus.

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)

2016 STAAR Administration Results:

- 4th Grade Reading = 65%
- 4th Grade Math = 51%
- 4th Grade Writing = 53%
- 5th Grade Reading = 70%
- 5th Grade Math = 90%
- 5th Grade Science = 66%

2017(Preliminary) STAAR Administration Results:

- 4th Grade Reading = 66% (+1)
- 4th Grade Math = 78% (+27%)
- 4th Grade Writing = 57% (+4%)
- 5th Grade Reading = 74% (+4%)
- 5th Grade Math = 86% (-4%)
- 5th Grade Science = 67% (+1)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Subpopulations (with a distinct focus on Special Education, English Language Learners, 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 research based instructional practices.

Problem Statement 4: Addition of a reading specialist on campus to help identify, prescribe, facilitate and monitor students that are reading below grade

level.

Problem Statement 5: Build in additional ways 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.

Problem Statement 3: We need to upgrade facilities to make them safer and updated (fencing to restrict outside access and update exterior bathrooms - especially the girls restrooms).

Problem Statement 4: Include cultural events throughout the year (Cinco de mayo, Black History Month, etc..)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2015/16 Texas Academic Performance report, CIS employs a staff of 45. Teachers make up 59.1% of that staff and 12.0% of the staff is comprised of professional support. The ethnic breakdown of our staff is 4.1% African-American, and 95.9% White. The educational status of CISD teachers is 77.5 % hold a Bachelor's degree and 22.5% hold a Masters degree.

*52.9% of our staff has less than 5 years experience.

*28.4% of our staff has between 6-20 years experience.

*18.8% 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. Our teacher turnover rate (for 2017) is 7%. 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 (Region 7 and/or other) staff development.

Problem Statement 2: We need to incorporate more training for supporting staff targeting their specific job expectations.

Problem Statement 3: 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 six-weeks to plan for the upcoming six-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: CIS Administration and mentors will continue to work with teachers and supporting staff on data-driven, learner centered instruction.

Problem Statement 2: Reading and writing (specifically our SPED, AA and ELL students) is an area in which we are targeting campus-wide in all subjects.

Problem Statement 3: Need to provide more time for our struggling readers to have small group and/or individualized targeted instruction.

Problem Statement 4: We need to increase our resources in writing (bank of assessments/questions).

Family and Community Involvement

Family and Community Involvement 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.

Family and Community Involvement 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 Family and Community Involvement 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.

The District/Campus goals are to:

Goal: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

- PO: By the end of the year, in grades K-10, all students will show at least one year's growth in reading as indicated by local and STAAR reading assessments.
- PO: In grades K-10, students will improve two levels in writing as indicated on the appropriate STAAR Writing Rubric in grades K-3, 5,6,8, STAAR writing exam (grades 4 & 7), and in English I and II STAAR exams.
- PO: In grades K-12, the academic achievement of all students in all content areas will increase and the achievement gap among student groups will close 10% as indicated in unit assessment data, STAAR exams, and Index 3 of the state accountability system.
- Goal: CISD will establish a learning environment that promotes the physical, mental and emotional well-being of all staff and students.

These 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 four 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 Leadership
- Flexibility in scheduling
- Maximization of learning time

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Re-evaluate Team meeting and Academic (subject) meeting frequency to help provide balance.

Problem Statement 2: Need improvement of our Mentor Teacher Program for teachers new to the campus.

Technology

Technology Summary

CIS has made great strides in the implementation of technology. We currently have a 1:2 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. We have also purchased Swivls to help our staff make videos to use in 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 use many applications, but many are free versions which are very limited. Increasing the available resources would help with instruction.

Problem Statement 3: 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Study of best practices
- Other additional data

Goals

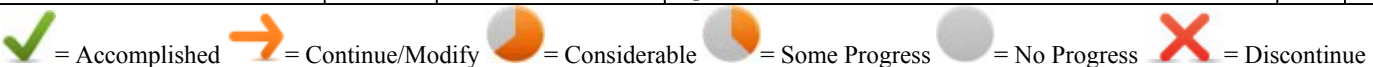
Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 1: By the end of the year, in grades K-10, all students will show at least one year's growth in reading as indicated by local and STAAR Reading Assessment.

Evaluation Data Source(s) 1: Improved student performance as evidenced in local assessments and STAAR assessments.

Summative Evaluation 1:

Strategy Description	Title I	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	1, 2, 3, 9	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 teachers to assist them in providing more individual and small group instruction in all reading classes.	2, 9	Principal, AP, Instructional Staff, Aides	Utilization of differentiation activities. Student portfolios, walkthroughs, IDP's				
3) Teachers will utilize the Johnny Can Spell phonics program.	1, 2, 3	Principal, AP, Instructional Staff	Improved student performance on classroom assignments. Improved reading DMAC data Improved Istation data Improved DRA data Improved TELPAS data Improved STAAR Scores				
4) Teachers will utilize the CRASH strategy to answer reading comprehension passages.	1, 2, 3	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				

5) CIS will support reading instruction through family reading nights.	1, 6	Principal, AP, Instructional Staff, Aides, Reading Specialist	Improved student performance and parental involvement.				
6) CIS will utilize a data and portfolio tracking system for culmination of yearly progress and to chart individual student growth in all content areas throughout the school year.	7, 9, 10	Principal, AP, Instructional Staff	Improved student performance through targeted data tracking and instructional modification.				
7) CIS teachers will focusing on questioning and feedback (both written and oral) as it relates to effective l		Principal, AP, Instructional Staff, Aides	Walk-throughs, lesson plans, student assessment scores/grades, Team Planning Agendas, IDP Meeting notes				
8) 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.	9	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				
9) 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.	4	Principal, AP, Instructional Staff, Aides	Meeting agendas, walk-throughs, student achievement data				
10) CIS will continue to use the Backwards design concept in the planning process.	2, 4	Principal, AP, Instructional Staff	Lesson plans, walk-through data				
11) CIS will provide tier 3 intensive reading intervention for struggling readers through our Reading Specialist.	2, 4, 9	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				
							







Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 2: In grades K-10, students will improve one level in writing.

Evaluation Data Source(s) 2: Improvement evidenced on the appropriate STAAR Writing Rubric in grades K-3,5,6, and 8, STAAR Writing exam (grades 4 and 7), and the English I and II STAAR Exams.

Summative Evaluation 2:

Strategy Description	Title I	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	Principal, Assistant Principal, Instructional Staff	Improved assessment data, Individual student growth (portfolios), Better 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	Principal, Assistant Principal, Instructional Staff	Improved writing samples.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 3: In grades K-12, the academic achievement of all students in all content areas will increase and the achievement gap among student groups will close 10%.

Evaluation Data Source(s) 3: Academic achievement will indicated in unit assessment data, STAAR exams, and Index 3 of the state accountability system.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) The curriculum department and campus administrators will monitor student demographic data, from all assessments, to narrow the achievement gaps between student groups by modifying instruction to meet the needs of individual students.	9	Campus Administration Instructional Staff SPED Counselors Counselor	Student 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	Principal, Assistant Principal, Instructional Staff	Unit Planning Guide, Focused student learning targets, utilization of research based instructional strategies.				
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 assessments 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.	2, 3, 8, 9	Principal, Assistant Principal, Instructional Staff	Improved assessment data, Individual student growth (portfolios), differentiated activities/products, improved DRA scores.				
4) Professional development will be provided to increase achievement for all students, with emphasis on African American, ESL and SPED students.	4	Campus Administrators, Reading Specialist	Improved student performance				
5) CIS teachers will enhance usage of multiple online platforms to support, extend and enhance learning opportunities.	2, 4, 9	Principal, Assistant Principal Technology Personnel Instruction Staff, Computer Lab Personnel	Ipad apps, System 44 reports, student work samples, Walkthroughs/Observations				

6) CIS administration and teachers will develop strategies to provide appropriate TIERED instruction to students who have learning deficiencies.	9	Principal, Assistant Principal, Instructional Staff	Student assessment data (local and state). DRA results. Student grades.				
7) CIS administration will provide professional development sessions including, but not limited to: DRA training, Writing Academy training, balanced literacy, guided reading strategies, vocabulary development, fluency, phonological awareness, and interactive reading stations (Cafe/Daily 5) for all students but targeting LEP, African American, Hispanic, SPED, ECD, Dyslexia, and GT students.	4	Principal Assistant Principal Director of Special Services Director of Special Programs Counselor SPED Counselors ESC Staff GT Staff Dyslexia Coordinator	Increased achievement on state and locally developed assessments. Improved DRA data. Improved writing samples.				
							


Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 4: CISD will establish a learning environment that promotes the physical, mental and emotional well being of all staff and students.

Evaluation Data Source(s) 4: There will be a decrease in office and nurse referrals. Student attendance will improve. Staff retention will increase.

Summative Evaluation 4:

Strategy Description	Title I	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, 9	Campus Administrators Counselor Classroom Teachers	Increase in student performance Increase in student attendance				
2) CIS will implement a mentor program for new teachers.	4, 5	Campus Administrators, Mentor Teachers	Improved teacher performance Decrease in staff turn over rate				
3) CIS administration will conduct beginning of the year student assemblies to lay the groundwork for high expectations, standards, procedures and consequences.	2, 9	Campus Administration	Decreased numbers of discipline referrals				
4) CIS will conduct incentive days for positive reinforcement of good behavior and academic effort.	2, 9	Campus Administration Instructional Staff	Increasing numbers of students that are eligible for participation, decreased number of discipline referrals, higher campus morale.				
5) CIS will continue utilizing a campus wide discipline management system to increase academic performance in all student groups.	2, 9	Campus Administration Instructional Staff	Decreased numbers of discipline referrals, higher student achievement scores in all measurable areas.				
6) CIS will host a "Reading Night" and a "Math Night" to inform parents about what their child is learning and showcase the level of work they have completed.	6	Campus Administration Instructional Staff	Sign in sheets/agendas				
7) The 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 visiting the CHS CTE classes and touring the facility.	7	Principal, Counselor CTE Director, CTE Counselor	Student Portfolios, College and Career Inventories				


8) CIS administration will provide training for all employees and students regarding the prevention, identifying, responding to, and the reporting of bullying incidents.	2, 9	Campus Administration, Director of Special Education, Director of Federal Programs, Counselor, Instructional Staff	Trainings/Agendas, Bully Box Implementation, Student assembly and training/education				
9) 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.	4	Principal, Assistant Principal	Meeting Agendas/sign in sheets, Individual Development Plans				
							

Goal 1: Emphasize systemic instructional initiatives in literacy at all levels and in all content areas, with special emphasis in grades K-10.

Performance Objective 5: All students will show at least one year's growth in math.

Evaluation Data Source(s) 5: Improved student performance as evident in DMAC, Do The Math, and STAAR data.

Summative Evaluation 5:

Strategy Description	Title I	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.	1, 2	Campus Administrators, Classroom Teachers	Improved student performance of classroom assignments Improved DMAC data Improved STAAR data				
2) Teachers will provide ninety minutes of math instruction, including guided math, daily.	1, 2, 3, 9	Campus Administrators Classroom Teachers	Improved student performance of classroom assignments Improved math DMAC data Improved STAAR data				
3) Do The Math will be implemented for Tier 3 math students.	1, 2, 9	Campus administrators Classroom Teachers	Improved student performance in math Increase the number of students exiting the RTI program.				
4) CIS will support math instruction through a family math night.	1, 6	Campus Administrators Classroom Teachers	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, 3	Campus Administrators Math Teachers	Improved assessment data, Individual student growth, Walkthroughs, lesson plans				
							


Goal 2: Design, support, and encourage extracurricular programs.

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
1) Healthy life skills will be taught through our physical education program.	3, 9	Campus Administrators Physical Education Teacher	Increase in student performance Decrease in number of student absences				
2) CIS will host a field day.	6	Campus Administrators, Classroom Teachers, Physical Education Teacher, Paraprofessionals					
3) CIS will promote and encourage participation in UIL events		Campus Administrators UIL Campus Coordinator Classroom Teachers	Increased student participation in academic UIL events				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue