

Center Independent School District

District Improvement Plan

2017-2018



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

Preparing Students for Their Future

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

NEEDS

Diversified Staff

Staff trained in Culturally Responsive Strategies

The Demographics of Center ISD are diverse. Our ethnic distribution as of September 2016 is reflected in the chart below. Our largest increase has been in our Asian population. The other pops are not varying much.

Ethnicity	2013/2014	2014/2015	2015/2016	2017/2018
African American	20.1 %	20.9%	20.49%	
Hispanic	41.9%	40.6%	41.91%	
White	33.4%	33.0%	32.23%	
Asian	2.7%	3.6%	3.31%	
Two or More Races				

Demographics Strengths

We have increased staff to support our Limited English populations. We have a full-time Hispanic parent liaison as well as bilingual office staff throughout the district. We are adding bilingual teachers and paraprofessionals as positions open to offer support to our community and students. We actively recruit and seek out Bilingual teachers by attending job fairs.

We have established a sense of focus with our ELL Department with the design of the Director of Federal and Compensatory Education Programs responsibilities in that the Director will be more actively involved in the monitoring of our ELL And Bilingual programs. We are seeing pockets of growth within our sub-pops at different grade levels (see Addendum STAAR Data for CISD) with the exception of Middle School Math. We are continuing to cluster our ELL students in classes to maximize support staff to meet the needs of these students.

Student Achievement

Student Achievement Summary

Needs: Consistent RTI across campuses

Professional Development to build capacity in teachers

CISD offers many and varied opportunities to showcase student achievement such as: CTE, UIL, Dual Credit, Edgenuity and AP courses. We celebrate student achievement in all areas. We offer opportunities for students to acquire certifications that will provide them with employment opportunities through our CTE program. Our students also have opportunities to graduate with college credit. Through our TLC lab our students have a wide variety of course offerings that would not otherwise be available to them. Through Edgenuity our students that have fallen behind are able to regain course credit. We are continuing to expand opportunities for students that have fallen behind through the our Rough Rider Academy this year. Through the use of individualized lessons and instruction CISD aims to close achievement gaps for all student populations grade 7 to 12.

Student Achievement Strengths

On our 2017 administration of STAAR preliminary data show Reading/ELA, districtwide 65% of our total population scored at Approaches Grade Level. On the Mathematics STAAR administration, 74% scored at Approaches Grade Level. At the campus level we had growth of +1 percentage point or more in 10 out of 15 testing areas. In Social Studies district wide we scored 77% mastery at Approaches Grade Level with a 9 point growth at 8th-grade Social Studies. In STAAR writing overall, we scored 61% at Approaches Grade Level with 4th-grade writing having a 4 pont increase.

In the 2017 Accountability System, in Index 1: Student Achievement we received a 71, Index 2: Student Progress we received a 41, Index 3: Closing Performance Gaps we received a 37, Index 4 Post Secondary Readiness we received a 77 which is a growth in 3 of the 4 indexes.

We are continuing our PreK program at F.L. Moffett to provide a foundation for our ELL and Economically Disadvantaged students. We are using PreK 4 grant funds to provide additional training and resources to enhance our PreK program. At Center Middle School we have implemented advanced math courses. CMS has also implemented Istation, Edgenuity and Read 180 to close achievement gaps and accelerate instruction.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Achievement gaps between subpops **Root Cause:** Unable to build capacity in teachers due to teacher turnover

District Culture and Climate

District Culture and Climate Summary

Needs: New teacher Orientation

In community meetings parents were very complimentary about the district. In meetings held with High school students, they were pleased with their educational experience at Center ISD.

District Culture and Climate Strengths

Based on CISD's 2015/2016 Texas Academic Performance report CISD employs a staff of 386.2. Teachers make up 53.1% of that staff and 9.0% of the staff is comprised of professional support. Campus and Central Administration make up 5.2% of the staff. The ethnic breakdown of our staff is 7.3% African-American, 7.8% Hispanic, and 84.4% White. The educational status of CISD teachers is 82.4 % hold a Bachelor's degree and 16.7% hold a Masters degree. Teachers are encouraged and given opportunities to grow as professionals through book studies and attending educational conferences. Teachers are also given financial assistance to add necessary certifications to their certificates to attain highly qualified status.

The district is supporting staff by providing days during the end of the quarters to give teachers time to plan and review data. The district also provides all resources needed for instruction. At the secondary level, there will be content lead teachers to mentor new teachers and to assist in planning. The district will continue the character initiative this year Riders are Respectful and Responsible.

In an Employee Opinion Survey Report conducted by the district, Center ISD employees responded favorably regarding their job satisfaction. Meaningful work was the greatest contributor to job satisfaction. Relationships among coworkers was also a contributor to job satisfaction. Nearly all respondents like the work they do (97%), understand what is expected of them 96%, and feel good about what they have accomplished (96%) all indicators of an engaged workforce.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Needs: Retain teachers

Based on CISD's 2015/16 Texas Academic Performance report CISD employs a staff of 386.2. Teachers make up 53.1% of that staff and 9.0% of the staff is comprised of professional support. Campus and Central Administration make up 5.2% of the staff. The ethnic breakdown of our staff is 7.3% African-American, 7.8% Hispanic, and 84.4% White. The educational status of CISD teachers is 82.4 % hold a Bachelor's degree and 16.7% hold a Masters degree.

Staff Quality, Recruitment, and Retention Strengths

CISD with the aid of the Human Resources Department strives to recruit highly qualified teachers. CISD provides new teacher orientation at the campus levels for teachers to acclimate them to the district and their campuses. CISD assigns mentors for those teachers new to the district. CISD has also incorporated a new teacher support group for the fall semester to help new staff transition. CISD has a high percentage of teachers that are highly qualified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Needs: Build capacity in teachers

More communication between campuses

Assessments need to be at the rigor of the TEK verb

CISD is in year 8 of sustained curriculum alignment through the use of TEKS Resources and our seventh year of using *Backward Design* planning. CISD has an increased focus on reading and writing this year. All district funds and initiatives will center around improving literacy. CISD Instructional Coaches and Lead Teachers will continue to attend conferences and professional development to enhance their coaching skills. They will serve as mentors to our new staff to support them in their transition to CISD. CISD will continue to send staff to training that will enhance their classroom instruction and continue support of teacher growth by providing funds for books and training.

Curriculum, Instruction, and Assessment Strengths

The CISD curriculum is aligned to the state standards. The curriculum documents that we currently use, such as Instructional Focus Documents, help our teachers stay focused on the TEKS for their grade level. With the help of the Instructional Coaches and the use of "backward design" planning, teachers have a clearer understanding of what they are supposed to teach. The "backward design" process also helps cultivate better habits of planning. We have also incorporated the use of learning targets to help teachers and students narrow their focus on what they need to know and be able to do.

We will also have a Parent Component of our curriculum resources this year on our web page that will allow parents to see the standards that their students are currently studying. We are planning parent nights to assist parents in understanding the standards and expectations for their students.

Family and Community Involvement

Family and Community Involvement Summary

Through parent nights, individual parent meetings and informational parent meetings, CISD strives to involve parents in the education of their children. We have purchased books to give to parents to provide reading material in the homes. CES will be participating in the Texas Reads One Book program.

Family and Community Involvement Strengths

CISD has implemented individual parent meetings at all levels to increase family involvement. Libraries on all campuses have undergone a redesign. The instructional department utilized the bookmobile approach to connect with the community and put books in the hands of kids this summer.

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

Center Elementary has had great success with the Watch Dog Program and getting dads involved on their campus.

District Context and Organization

District Context and Organization Summary

The District goals are to:

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

- PO: By the end of the year student will show at least one year's growth in reading as indicated by the Developmental Reading Assessment (DRA) in grades K-8 and the Edgenuity Reading System in grades 9-10 or 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-10, students writing samples will show improvement in grades K-3, 5, 6, 8, and STAAR writing compositions in grades 4, 7, English I and II.
- PO: The academic achievement gap among student groups will close 2 points as indicated by local unit assessment data, STAAR exams, or 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.

- PO: CISD will design, support, and encourage extracurricular programs that instill competitive values and teamwork among all student groups.

Goal: Design, support, and encourage extracurricular programs.

- PO: CISD will advance an extracurricular mission that instills competitive values and teamwork.

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

District Context and Organization Strengths

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

rosters are developed by campus leadership to maximize instructional time.

Technology

Technology Summary

CISD has made great strides in the implementation of technology at all levels. We currently have 1 iPad cart at F.L. Moffett Primary. Each Center Elementary classroom will have 6 iPads for classroom use as well as an iPad lab to teach students how to use the iPads. A 1:2 iPad initiative is in place at Center Intermediate. At Center Middle School we will continue to implement a 1:1 initiative at 6th, 7th and 8th grade. Center High School will implement a 1:1 at 9th, 10th, 11th, and 12th grades. We have also purchased Digital Textbooks in math and Social Studies for grades 6-12.

Technology Strengths

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

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 End-of-Course current and longitudinal results, including all versions
- 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
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

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.
- Male / Female 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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- 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
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By the end of the year student will show at least one year's growth in reading as indicated by the Developmental Reading Assessment (DRA) in grades K-8 and the Edgenuity Reading System in grades 9-10 or STAAR reading assessments.

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







Summative Evaluation 1:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) The District will provide resources to implement Edgenuity and the TLC Lab at the High School level, as a means for students to recover credits and close achievement gaps targeting Economically Disadvantaged and ELL students in order to graduate and to explore courses not currently offered at CHS. Edgenuity will also be incorporated at CMS in order to close achievement gaps. Programs will be monitored weekly by campus administration. S.W. # 9</p>	1, 9	Director of Instruction and RtI, Director of Special Programs, Campus Administrators, Instructional Staff	Program evaluation, data reports generated from the Edgenuity program to document student growth, students regain credit.				
Funding Sources: 270 ESEA, Title VI Pt. B, Rural & Low-Income School - \$37,583.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Grades K-12 will implement reading assessments to systemically monitor student reading progress. S.W. # 9</p>		Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Instructors	Individual student growth as documented by DRA assessments, Edgenuity Reading Assessment and iStation.				
Funding Sources: 000 -- Example Fund Source - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) CISD will provide professional development to instructional staff and support staff to increase Reading achievement for all students with an emphasis on African American, Hispanic, LEP, SPED, and ECD students. District will provide opportunities for teachers to attend literacy training and instructional technology training. S.W. # 2, 4 and 9.</p>	4	Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Instructors	Records of attendance, intervention plans, student achievement data on local and assessments. Teacher reflections on trainings and conferences as to how experience will positively impact classroom practice. Evidence cited on walkthroughs of improved classroom instruction.				
Funding Sources: 383 Professional Staff Development - \$25,000.00							
<p align="center">Critical Success Factors CSF 5</p> <p>4) CISD Campus Administrators will provide opportunities for parents to be partners in their students' learning through parent conferences, informational parent nights, and family and community involvement meetings. S.W. # 6</p>		Campus Administrators, Instructional Coaches, Digital/Online Learning Coordinator	Increased parental involvement in school activities as evidenced by sign in sheets. Documentation of Individual Parent conferences				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 7</p> <p>5) Administrators, Media Technology Personnel and the Director of Instruction will meet regularly with instructional staff to discuss unit planning designs, assessment data from DMAC, student learning targets, and learner-centered instructional strategies. S.W. # 2 and 8</p>		Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Career and Technology Director	Targeted instruction based on student data as evidenced in walkthroughs.				
<p align="center">Critical Success Factors CSF 1</p> <p>6) CISD will support instruction through the purchase of supplies and materials to increase Reading achievement for all students with an emphasis on African American, Hispanic, LEP, SPED, and ECD students. S.W. # 2, 4 and 9.</p>		Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Career and Technology Director	Walkthrough data showing increased student engagement.				
Funding Sources: 199 Supplies & Materials - \$65,540.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Director of Special Education and Director of Special Programs will conduct walkthroughs with Campus Administrators to monitor the implementation of brain-based instructional practices to improve instruction for all students with an emphasis on English Language Learners and Special Education Students.</p>		Director of Special Education, Director of Special Programs, Campus Administrators,	Walkthrough Data				
Funding Sources: 199 Supplies & Materials - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) CISD GT teachers will attend trainings to learn strategies to extend student learning and to develop critical, creative and reflective thinking.</p>	<p>Director of Special Programs, Campus Administrators, GT Teachers</p>	<p>GT Lesson Plans Student Products</p>				
<p>Funding Sources: 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$0.00</p>						
<p align="center">Critical Success Factors CSF 7</p> <p>9) CISD will continue to recruit and retain highly qualified teachers and paraprofessionals including bilingual by attending job fairs and the utilization of the Human Resources Web page. The District will also provide funds to assist teachers in acquiring certifications (i.e. ESL) to attain highly qualified status.</p>	<p>Director of Special Programs, Human Resources Officer, Campus Principals,</p>	<p>Reduced turnover and reduction in alternative certification plans.</p>				
<p>Funding Sources: 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$16,000.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>10) Teachers working with Dyslexic students will complete online training and will consult with Dyslexia teachers on identifying and serving students with Dyslexia.</p>	<p>Director of Special Programs, District Dyslexia Coordinator, Principals</p>	<p>Decrease in Dyslexia Referrals</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>11) CISD will purchase and assist campuses in the evaluation of programs and apps that support Reading in the classroom i.e. iStation Reading, DRA App, LightSail</p>	<p>Digital Online/Learning Coordinator, Technology Director, Digital/Online Learning Coordinator Instructional Coaches, Campus Administrators</p>	<p>Increased use of technology to support reading and math in the classroom as evidence through walkthrough data.</p>				
<p>Funding Sources: 410 State Textbook Fund - \$0.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) The District will implement the Johnny Can Spell Phonics program K-5. Training will be provided to staff K-6 as well as Special Ed and ELL teachers K-12.</p>	<p>Director of Instruction and RtI Principals Instructional Coaches Director of Special Programs Director of Special Ed.</p>	<p>Increase in DRA levels.</p>				
<p>Funding Sources: 199 Supplies & Materials - \$13,675.00</p>						

<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>13) The District will provide the reading program, Systems 44 at CIS and CMS and Read 180 at CMS and CHS to improve reading skills with special education students</p>	9	Director of Special Education	Increased student success in local curriculum based assessments.				
<p>14) CISD will provide reading brochures to parents on the importance of reading and free books at the elementary levels to increase reading in the home.</p>		Campus Administrators Director of Instruction and RtI	Increase reading scores on reading assessments.				
<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2</p> <p>15) Vertical alignment meetings will be held with ELAR between campuses every nine weeks to maintain systemic instructional initiatives.</p>		Director of Instruction and RtI Director of Special Programs Director of Special Ed. Principals Instructional Coaches	Improvement in Unit assessment data and STAAR data.				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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


Performance Objective 2: In grades K-10, students writing samples will show improvement in grades K-3, 5, 6, 8, and STAAR writing compositions in grades 4, 7, English I and II.

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:

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

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) CISD will continue to provide support for the systemic implementation of Writing strategies to improve writing for all students with an emphasis on African American and ELL students. S.W. # 2 and 9</p>		Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Instructors	Improved writing products as documented by TELPAS results, state assessments, and writing portfolios. Unit Plans				
<p>2) CISD will provide professional development to instructional staff and support staff to increase Writing achievement for all students with an emphasis on African American, Hispanic, LEP, SPED, and ECD students. District will provide opportunities for teachers to attend Writing training. S.W. # 2, 4 and 9.</p>		Director of Instruction and RtI, Campus Administrators, Instructional Coaches, Instructors	Records of attendance, intervention plans, student achievement data on local and assessments. Teacher reflections on trainings and conferences as to how experience will positively impact classroom practice. Evidence cited on walkthroughs of improved classroom instruction.				
<p>3) CISD will support instruction through the purchase of supplies and materials to increase Writing achievement for all students with an emphasis on African American, Hispanic, LEP, SPED, and ECD students. S.W. # 2, 4 and 9.</p>		Director of Instruction and RtI, Director of Special Programs, Campus Administrators, Career and Technology Director, Instructional Coaches,	Walkthrough data showing increased student engagement.				

4) CISD Campus administrators will continue to implement a student portfolio system, that encompasses student products from all content areas and writing samples from all content areas, to monitor student progress and increase Advanced ratings on TELPAS.		Campus Administrators, Instructional Coaches, Instructional Staff, Director of Special Programs	Student Portfolios, TELPAS results				
5) FLM and CES will pilot Lucy Calkins writing curriculum to ensure consistency and accuracy of writing instruction in order to improve writing instruction.	1, 9	Instructional Coaches, Campus Administrators	Writing scores will improve plan.				
Funding Sources: 410 State Textbook Fund - \$9,082.00							
							

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

Performance Objective 3: The academic achievement gap among student groups will close 2 points as indicated by local unit assessment data, STAAR exams, or Index 3 of the state accountability system.

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
<p>Critical Success Factors CSF 1</p> <p>1) CISD will support instruction through the purchase of supplies and materials to increase Mathematics, Science and Social Studies achievement for all students with an emphasis on African American, Hispanic, LEP, SPED, and ECD students. S.W. # 2, 4 and 9.</p>		Director of Instruction and Rtl, Campus Administrators, Instructional Coaches, Career and Technology Director	Walkthrough data showing increased student engagement.				
<p>2) CISD will provide stipends in the areas of math, science, and foreign language for secondary teachers and bilingual teachers at the elementary level to improve achievement of all students with a an emphasis on African American, Hispanic LEP, SPED, and ECD students. S.W. # 5</p>		Campus Administrators Director of Finance	Highly qualified Report				
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>3) CISD will purchase programs and apps that support Math, Science and Social Studies in the classroom i.e. iStation Math, Mountain Math, STEMScopes, Scholastic News, Social Studies Weekly, Pebble Go, Do the Math</p>		Digital Online/Learning Coordinator, Technology Director, Instructional Coaches, Campus Administrators	Increased use of technology to support math and science in the classroom as evidenced through walk-through data.				
Funding Sources: 410 State Textbook Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) All campuses will incorporate time during the school day to provide accelerated instruction for at risk students with an emphasis on African American, SPED, ECD, and ELL students.</p>		Campus Administrators	Individual student growth as reflected in Unit Assessments, STAAR, Portfolios, DRA Reports.				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Vertical alignment meetings will be held between campuses every semester to maintain systemic instructional initiatives in Math, Science & Social Studies.</p>		Director of Instruction and Rtl, Campus Administrators, Instructional Coaches, Director of Special Programs, Director of Special Ed.	Improvement in Unit assessment data and STAAR data.				
<p>6) CES, CIS and CMS will implement the Do the Math program to improve math instruction and ensure academic success for students.</p>	8	Campus Administrators Instructional Coaches	Student achievement will increase and the achievement gaps will decrease.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = 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: CISD will design, support, and encourage extracutricular programs that instill competitive values and teamwork among all student groups.

Evaluation Data Source(s) 1: There will be a decrease in office and nurse referrals. Student attendance will improve. Staff retention will increase

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>Critical Success Factors CSF 6</p> <p>1) CISD will provide training for all staff to increase their awareness and recognition of issues of maltreatment and sexual abuse of children.</p>		Director of Special Programs, Child Advocacy Center	Staff development documentation				
Funding Sources: 204 ESEA, Title IV, Part A-Safe & Drug Free School - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>2) CISD counselors will provide guidance lessons for students to promote emotional well being.</p>	2	Campus Administrators Counselors	Guidance Lesson Plans				
<p>Critical Success Factors CSF 5</p> <p>3) The Special Services Department will provide training to District staff and parents for students with Autism Spectrum Disorder (ASD) and related conditions.</p>	4	Director of Special Services, Special Services Counselors	Training documentation				
<p>Critical Success Factors CSF 1</p> <p>4) The Special Services Department will provide a continuum of services for disciplinary-behavioral student needs.</p>	2	Director of Special Services, Special Services Personnel	Exiting documentation from BMC.				

<p align="center">Critical Success Factors CSF 6</p> <p>5) Central Office Staff will provide training to students, staff and parents to manage/cope with: unwanted physical/verbal aggression, anger management, conflict resolution, sexual harassment, symptoms of depression, dating abuse, and nondiscrimination practices.</p>	6, 10	Campus Administrators, Director of Special Services, Campus Counselors, ESC Personnel,	Decrease in Bully Reports and office referrals. Training and meeting documentation.				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Campus Administrators will provide training for all employees and students regarding the prevention, identification, response to, and reporting of 'bullying incidents'.</p>	2	Campus Administrators, Counselors	Decrease in Bully Reports. Training documentation				
<p align="center">Critical Success Factors CSF 6</p> <p>7) CISD will publicize and communicate the District's 'bullying' prevention measures to all stakeholders through various school and community media.</p>	10	Campus Administrators, Director of Special Services, Campus Counselors, ESC Personnel	Training documentation.				
<p align="center">Critical Success Factors CSF 6</p> <p>8) CISD Campus Administrators will review and revise the crisis management plan at each campus and communicate the District's emergency operation procedures with all stakeholders.</p>	10	Central Office Staff, Campus Administrators, CISD Security Staff	Updated plans drill documentation				
<p align="center">Critical Success Factors CSF 5</p> <p>9) CISD Counselors and Instructors will provide career and college preparatory experiences for students at all campuses.</p>		Campus Counselors, Career and Technology Director, Campus Administrators	Program logs.				
<p align="center">Critical Success Factors CSF 5</p> <p>10) CISD Administrative Staff will support the efforts of Center Middle School and Center High School to inform parents and teachers regarding graduation plans, the availability of Career Pathways, higher education admissions criteria, and available financial aid opportunities.</p>	7	Campus Counselors, Campus Administrators, Central Office Staff, Career and Technology Director	Documentation of graduation plans.				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) CISD Administrative Staff will support the School Health Advisory Council (SHAC) to coordinate school health programs at the campus and district level.</p>	10	Campus Counselors, Campus Administrators,	Documentation of Meetings				
<p align="center">Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>12) CISD will provide opportunities for staff to attend trainings and conferences to support all special programs, school climate and safety, and parental involvement.</p>		Campus Administrators School Safety Personnel, Director of Special Programs	Documentation of professional development attendance				
Funding Sources: 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$0.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>13) Director of Special Services and Director of Special Programs will provide Special Program Training to CISD bilingual personnel to increase meaningful parental involvement in ARDS, LPACs, and other parent meetings and parent conferences.</p>		Director of Special Services, Director Special Programs, Special Education Counselors and Staff	Increased parent attendance at ARDs and other Parent meetings' sign in sheets.				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 5</p> <p>14) Director of Special Services will provide transition information annually to secondary students and their parents.</p>	1, 6	Director of Special Services, Special Education Instructional Staff	Informational Meetings, Agendas and Sign in Sheets.				
<p>15) CISD CTE Department will increase the number of opportunities for students to take state or industry certification exams.</p>	10	Career and Technology Director	Increase in number of students passing certification exams.				
<p align="center">Critical Success Factors CSF 1</p> <p>16) CISD will explore adding additional classes to prepare students for college and career readiness.</p>	1, 2	Administrators	Students graduating career ready.				
<p align="center">Critical Success Factors CSF 6</p> <p>17) CISD will improve facilities to provide a safe and functional environment for staff and students</p>		Superintendent, Directors, Campus Administration	Campus facility improvements.				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>18) CISD will provide training for staff on accommodations and modifications for Special Ed. students to improve classroom instruction.</p>		<p>Director of Special Services Diagnosticians</p>	<p>Increase in student achievement on local curriculum based assessments.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>19) CISD will provide a continuum of special education services at all campuses to meet the needs of all special education students.</p>		<p>Director of Special Services Principals</p>	<p>Increase in special education student achievement on local curriculum based assessments.</p>				
<p>20) CISD administration will support transition services between early childhood programs, campuses, and grade levels including post-secondary opportunities. S.W. # 7</p>	<p>2, 7</p>	<p>Campus Administrators, Campus Counselors, Career and Technology Director</p>	<p>Success of students moving from one campus to another.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>21) CISD will purchase Plan4learning software to increase collaboration between district and campus administrators to improve Planning and implementation of school reform.</p>		<p>Director of Instruction an RtI Campus Administrators</p>	<p>Successful implementation of strategies and evaluation of school programs and activities.</p>				

Funding Sources: 211 ESEA, Title 1 Pt. A Improving Basic Programs - \$2,500.00

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

Goal 3: 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
Critical Success Factors CSF 5 CSF 6 1) CISD will align the organization and the focus of extracurricular programs in grades 6-12.		Administrators	Increased student participation in extracurricular activities.				
Critical Success Factors CSF 6 2) CISD will increase participation in UIL academic programs.		Administrators UIL Staff	Increased number of students participating in UIL activities.				
Critical Success Factors CSF 6 3) CISD will insure equality in all extracurricular programs.		Administrators	Increased participation in all extracurricular activities.				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	The District will provide resources to implement Edgenuity and the TLC Lab at the High School level, as a means for students to recover credits and close achievement gaps targeting Economically Disadvantaged and ELL students in order to graduate and to explore courses not currently offered at CHS. Edgenuity will also be incorporated at CMS in order to close achievement gaps. Programs will be monitored weekly by campus administration. S.W. # 9
1	1	2	Grades K-12 will implement reading assessments to systemically monitor student reading progress. S.W. # 9
1	1	11	CISD will purchase and assist campuses in the evaluation of programs and apps that support Reading in the classroom i.e. iStation Reading, DRA App, LightSail
1	1	13	The District will provide the reading program, Systems 44 at CIS and CMS and Read 180 at CMS and CHS to improve reading skills with special education students
1	2	1	CISD will continue to provide support for the systemic implementation of Writing strategies to improve writing for all students with an emphasis on African American and ELL students. S.W. # 2 and 9
1	3	3	CISD will purchase programs and apps that support Math, Science and Social Studies in the classroom i.e. iStation Math, Mountain Math, STEMScopes, Scholastic News, Social Studies Weekly, Pebble Go, Do the Math
2	1	14	Director of Special Services will provide transition information annually to secondary students and their parents.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119.00-001-6-30000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$16,016.50
199-11-6119.00-041-6-30000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$16,016.50
199-11-6119.00-102-6-30000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$32,033.00
199-21-6119.00-999-6-30000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$69,747.00
6100 Subtotal:		\$133,813.00
6300 Supplies and Services		
199-11-6395-DH-001-7-30-000	6395 Supplies, DP Operations - Locally Defined	\$5,800.00
199-11-6395-DH-041-7-30-000	6395 Supplies, DP Operations - Locally Defined	\$5,800.00
199-11-6395-DH-101-7-30-000	6395 Supplies, DP Operations - Locally Defined	\$5,800.00
199-11-6395-DH-102-7-30-000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
199-11-6395-DH-104-7-30-000	6395 Supplies, DP Operations - Locally Defined	\$4,000.00
6300 Subtotal:		\$26,400.00
6400 Other Operating Costs		
199-13-6411-DH-999-6-30-000	6411 Employee Travel	\$10,000.00
6400 Subtotal:		\$10,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alexis Haynes	Teacher	Reading Intervention	.32
Alisha Murray	Teacher	Reading Intervention	.06
Amanda Elder	Teacher	RTI	.06
Amanda Radney	Teacher		.06
Amber Mathews	Teacher		.06
Amy Chachere	Teacher		.75
Amy Sanford	Teacher		.29934
Andrea Clary	Teacher	Reading Intervention	.7
April Bloys	Math Teacher		.10
Ashley Chandler	Instructional Aide		.32
Bailee Rash	Teacher	Academic Enrichment	.13
Bethany Bridwell	Aide	Intervention	1.0
Billy Corbell	Teacher		.13044
Breanna Westerfield	Teacher	Academic Enrichment	.13
Christina Sims	Aide	Intervention	1.0
Christy Sullivan	Teacher		.06
Ciara O'Rear	Teacher	Academic Enrichment	.13
Clara Dergin	Instructional Aide		1.0
Connie Hooper	Teacher		.06
Courtney Cox	Teacher		.06
Cristy Dutton	Teacher	Reading Intervention	.07
Crystal Chisenhall	Teacher	Reading Intervention	.07
Cynthia Tomlin	Teacher		.13006
Daniel Driver	Teacher	Academic Enrichment	.13

Danielle Emmerling	Teacher	Academic Enrichment	.13
Deborah Amos	Teacher	Reading Intervention	1.0
Deborah Midkiff	Teacher	Academic Enrichment	.13
Debra Hippler	Teacher	Academic Enrichment	.13
Diana Stanford	Teacher		.75
Elizabeth Nichols	Teacher	Inclusion	.33465
Elzie Suell	Teacher		.31
Erica Klein	Teacher		.06
Erika Cordray	Instructional Aide	Reading Intervention	1.0
Evelin Caraway	Teacher		.05447
Gerardo Martinez	Aide		1.0
Griselda Olalde	Teacher		.0546
Janelle Gibson	Teacher	Dyslexia Intervention	1.0
Janet Parker	Teacher	Reading Intervention	.07
Jeff Sanford	On line Learning Coordinator	Credit	.13
Jennifer Wolf	Intructional Aide		1.0
Jenny Conway	Computer Lab Aide		1.0
Jenny Conway	Instructional Aide		1.0
Jessica Cordray	Teacher		.6
Jessica Gipson	Teacher		.07
Jessica Gurley	Teacher		.13
Jordan Doggett	Teacher	Math Intervention	.85697
Kaela Ward	Teacher		.06
Kamille Hisel	Teacher		.06
Katherine Massey	Teacher		.12673
Katherine Nehring	Instructional Aide	Intervention	.50
Katie Hroncich	Teacher		.06
Kelly Foehner	Teacher		1.0

Khrystane Patton	Instructional Aide	Inclusion	1.0
Kimberly Harvey	Teacher		.33
Kimberly Hearn	Reading specialist	Reading Intervention	1.0
Kristine Knebel	Teacher		.6
Kristy Jurecka	Teacher		.06
Laura Hightower	Teacher		.13
Laurie Bryan	Teacher		.17
Lee Masterson	Teacher		.06
Linda Moody	Teacher	Academic Enrichment	.13
Lucianna Barr	Dyslexia District Coordinator		1.0
Lynette Cortinas	ELA		.11
Lynn Parrish	ELA		.11
Mary Hockenberry	Teacher		.13071
Megan Loftice	Teacher		.13005
Melissa Munoz	Teacher	Academic Enrichment	.13
Melissa Rash	Teacher	Inclusion	.75
Mitzi Lengl	Teacher		1.0
Nikki Clark	Teacher		.13
Paige Gogan	Aide	Intervention	1.0
Patricia Helms	Teacher	Reading Intervention	.07
Penny Bird	Teacher	Academic Enrichment	.13
Rachel Penner	Teacher		.06
Rebecca Lyles	Teacher	Academic Enrichment	.07
Reggie Daniels	Teacher		1.0
Robin Crawford	Instructional Aide	Intervention	1.0
Royce Wiggins	Teacher	Academic Enrichment	.13
Shanell Ruiz	Teacher		.06
Sheila Gregston	Teacher	Reading Intervention	.07

Shelby Wheeler	Teacher	Reading Intervention	.07
Sherri Addison	Instructional Aide	Kindergarten	1.0
Sherry Cougler	Computer Lab Aide	Intervention	1.0
Solomon Cassell	Teacher		.13
Theresa Watkins	Instructional Aide		.19
Tiffany Crouch	Teacher		.07
Vicki Baggett	Teacher		.67
Willaim Hudspeth	Aide		1.0
Zonia Corbell	Teacher	Math Intervention	.07

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kaylin Burleson	Lead Teacher	Title I	
Pamela Doggett	CMS Instructional Coach	Title 1	

District Improvement Committee

Committee Role	Name	Position
Administrator	Linda Snell	Director of Special Programs

District Funding Summary

000 -- Example Fund Source					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	DRA Materials		\$0.00
Sub-Total					\$0.00
199 Supplies & Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Instructional Materials		\$65,540.00
1	1	7	DMAC		\$0.00
1	1	12	Training materials/Trainer		\$13,675.00
Sub-Total					\$79,215.00
211 ESEA, Title 1 Pt. A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Region VII professional Development		\$0.00
1	1	9			\$16,000.00
2	1	12			\$0.00
2	1	21		211-13-6395-001,041,101,102-630000	\$2,500.00
Sub-Total					\$18,500.00
270 ESEA, Title VI Pt. B, Rural & Low-Income Schoo					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Computers/Site license		\$37,583.00
Sub-Total					\$37,583.00
410 State Textbook Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	2	5	Lucy Calkins Writing curriculum		\$9,082.00
1	2	5			\$0.00

1	3	3			\$0.00
Sub-Total					\$9,082.00
204 ESEA, Title IV, Part A-Safe & Drug Free School					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Online training/Child Advocacy Center		\$0.00
Sub-Total					\$0.00
383 Professional Staff Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Region VII, Johnny Can Spell, friED Technology		\$25,000.00
Sub-Total					\$25,000.00
Grand Total					\$169,380.00

Addendums

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

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	Center ISD and ESC Migrant Contacts	September, 2017 and April, 2018	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	Center ISD and ESC Migrant Contacts	September, 2017 and April, 2018	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

**Identification and Recruitment
Action Plan 2017-2018**

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

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

**Identification and Recruitment
Action Plan 2017-2018**

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 7 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2017- November 1, 2017. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Maintain a strong system of Quality Control	Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the EC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2018	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2018	COEs, TEA guidance	TEA report

**Identification and Recruitment
Action Plan 2017-2018**

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

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

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Center ISD	September - October 2017	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Center ISD	November, 2017	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Center ISD	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Center ISD	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

**Priority for Service Action Plan 2017-2018
(PFS)**

As part of the NCLB Consolidated Application for Federal Funding, Part 4 of the Title I, Part C Migrant Education Program schedule, the Priority for Service (PFS) Action Plan is required Program Activity for the Migrant Education Program.

Criteria for determining Priority for Service Students

<p>Grades K-2 Students who are designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component, or have been retained, or are overage for their current grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>		<p>Grades 3-12 Students who failed one or more sections of the State Assessment, ARD Exempt, Absent or were not enrolled in a Texas school during the assessment period for their grade level <u>and</u> have their school interrupted during the previous or current regular school year.</p>	
Required Activities	Timeline	Person(s) Responsible	Documentation
New Generation System (NGS) Priority for Service (PFS) report will be generated monthly.	Before the end of each month, August, 2017-July, 2018	NGS Specialist	PFS tracking report
Updated NGS PFS report, criteria and PFS response form will be provided to campus principals and/or counselors	Within 5 days of receipt by CISD Federal Programs Director	CISD Federal Programs Director	Letter to principal, dated PFS form
A completed PFS response form provides documentation of academic services provided to the migrant student. The PFS response form will be returned to the CISD Federal Programs Director.	Within 5 days of receipt by CISD Federal Programs Director	CISD Federal Programs Director, principal, teacher or district assigned personnel	Completed PFS response form
Meet the instructional and social supplemental needs of the PFS Migrant student.	Ongoing	ESC and CISD Federal Programs Director	NGS Supplemental Services Report

**Priority for Service Action Plan 2017-2018
(PFS)**

Provide Federal, State and Local programs and services for PFS students (District Bilingual & ESL Programs, campus tutorials and interventions, Migrant Home-Based Summer School).	Ongoing	CISD Federal Programs Director	PFS response form and NGS Supplemental Services Report
CISD Federal Programs Director and/or CISD Migrant NGS/Recruiter/Parent Liaison will make home and/or community visits to update parents on the academic progress of their students.	End of each six weeks	CISD Federal Programs Director & CISD Migrant NGS / Recruiter / Parent Liaison	Documentation of home visits, phone calls, report cards, State Assessment letters
District submits Fall and Spring Semester grades to CISD Federal Programs Director for grades 9-12. District submits End of Year grades for grades 6-8 to CISD Federal Programs Director.	Within 5 days of the end of the semester or year	CISD Federal Programs Director	Grades Report from NGS
CISD reports late enrollment or early withdrawal to CISD Federal Programs Director.	Within 5 days of enrollment or withdrawal	CISD Federal Programs Director	Enrollment or withdrawal form, NGS report
The Center ISD Federal Programs Director will use NGS Priority for Service reports to give priority placements to these students in Migrant Education Program activities.	End of each month	CISD Federal Programs Director	NGS Reports
Offer to Migrant families with 3 or 4 year olds not enrolled in school A Bright Beginning. A Bright Beginning is an in-home preschool program.	When the child turns 3 until the student is eligible for enrolling in a district. August, 2017 through May, 2018	CISD Federal Programs Director	A Bright Beginning documentation

**Priority for Service Action Plan 2017-2018
(PFS)**

Center ISD will send a copy of the approved District Improvement Plan to ESC 7 for Compliance Reporting	After School Board approval	CISD Federal Programs Director	A copy of the District Improvement Plan
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The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with the other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).