

# **Community Independent School District**

## **District Improvement Plan**

### **2020-2021**



# Mission Statement

In partnership with an engaged community, we will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated and everyone is valued.

## Vision

Inspiring students, staff and the community to believe, lead, unite and excel.

## Core Beliefs

- We believe that **success** is non-negotiable.
- We provide a **safe** and **caring** learning environment.
- We make **decisions** driven by data.
- We invest in positive **relationships**.
- We value **trust** and expect **honesty**.
- We are **transparent** and embrace **accountability**.

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# Comprehensive Needs Assessment

Revised/Approved: January 28, 2021

## Demographics

### Demographics Summary

Community ISD is a semi-rural public school district located in Collin County, Texas. Community ISD serves 4 different communities (Nevada, Josephine, Copeville, and Lavon). CISD operates 4 campuses, of which 2 are elementary, and 2 are secondary. Community ISD serves approximately 2750 students. Our student population is 36% Hispanic, 52% White, and 7% African American. 48% of our students are economically disadvantaged which identifies our district as such. 35.1% of our students are at risk for not graduating. 18.5% of our students bilingual, 27.8% of all of our students are registered in a CTE course, 8.1% of our students are Gifted & Talented, and 10.4% of our students are in Special Education.

Staff demographics include 3.2% African American, 2.5% American Indian, .6% Asian, 11.2% Hispanic, and 80.6% White and 1.9% are two or more races.

### Demographics Strengths

Community ISD is growing into a diversely populated area as the community experiences growth. As a district, we are experiencing a high growth rate impacting diversity of the community. Community ISD has a strong reputation for providing quality education. While becoming a more diverse school community, our stakeholders strongly support Community ISD.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** Students in the these categories have additional obstacles to overcome.

# Student Achievement

## Student Achievement Summary

Community Independent School District (CISD) met standard in 2018-2019. **Due to COVID-19, there are no 2019-2020 STAAR scores for review.** Focused and intentional data analysis is a fundamental process of CISD. We will continue to utilize the Professional Learning Community (PLC) process to strengthen instruction. We use Texas Academic Performance Report (TAPR), STAAR, and EOC reports as a source of data to discern needs and strengths. Curriculum checks are given twice per quarter along with a Benchmark assessments in the late fall and spring at the Elementary and Secondary level.

The campus leadership team meets with their teaching staff in collaborative meetings to review student progress and to discuss areas of need by looking at data. Curriculum checks and the collaboration meetings have raised expectations of having conversations about individual students. Intervention groups are created based on student performance. Each campus has a designated intervention time in the daily schedule.

## Student Achievement Strengths

- CISD uses a data disaggregation tool, Eduphoria (Aware). Teachers and administrators use the reports to determine academic weaknesses and academic strengths
- All campuses have adopted a college-going atmosphere to promote future endeavors.
- Attendance rate for the district remains above 96%
- Accountability for district and all campuses is Met Standard
- Professional Learning Community (PLCs) have been established at each campus and meet on a weekly basis to discuss student achievement.
- Career Technology Education (CTE) continues to address HB5 graduation requirements.
- A-rating from 2018-2019 School Year
- Masters Levels in Reading 19%, Math 24%, Science 25%, Social Studies 30%, Writing 13%, English 1 4%, English 2 4%, Biology 22%, US History 53%.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Some students who selected online learning due to COVID-19 are not making adequate progress towards CISD student achievement expectations. **Root Cause:** COVID-19

**Problem Statement 2:** There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. **Root Cause:** An increase in academic rigor is needed to achieve the highest performance levels.

**Problem Statement 3 (Prioritized):** There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** Students in the these categories have additional obstacles to overcome.

**Problem Statement 4 (Prioritized):** There is an inability to attract highly qualified bilingual and special education teachers statewide. **Root Cause:** There is an absenteeism in  
Community Independent School District  
Generated by Plan4Learning.com

bilingual and special education teacher statements.

**Problem Statement 5 (Prioritized):** Due to an increase in virtual learning, teachers will need additional professional development in online instruction. **Root Cause:** COVID 19 & Virtual Learning

**Problem Statement 6 (Prioritized):** There is a need to actively support the emotional well being of our students. **Root Cause:** COVID, peer pressure, and lack of coping skills

# District Culture and Climate

## District Culture and Climate Summary

CISD strives to build a culture that is positive and where all stakeholders are valued. We continue to empower our students with not only the latest technology as 21st century learners, but also positive character traits to be good citizens in our community. CISD continues to host multiple opportunities throughout the school year to promote a welcoming partnership between campuses, students, and community members.

CISD staff are committed to the students we teach. The district is dedicated to providing quality instruction to all students. The teachers and staff are committed to serving the community from which the students come from.

CISD continues to focus on the Traits of a Brave. These traits focus on positive behavior in which students and faculty in the district are provided the opportunity to interact across grade levels and campuses. These traits are infiltrated within the district to ensure positive peer relationships, increased school spirit and life long skills.

## District Culture and Climate Strengths

- CHS Homecoming celebrated district wide
- Traits of a Brave
- Participate in can food drives to assist community non-profit organization
- Partnerships with local businesses
- Back to School Bash
- Student Council to additionally participate in various community service projects throughout the school year
- Recognize staff and students by celebrating successes great and small
- High expectations for all and continue to develop a results-driven learning environment
- Local Pastor Mentor Program
- Blackboard Messaging Program
- Braves Support Counselors at Each Campus
- Braves Ambassadors Program

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** There is a need to actively support the emotional well being of our students. **Root Cause:** COVID, peer pressure, and lack of coping skills

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Community ISD will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district goals. We continue to monitor district and campus level data to develop systems of support that prepare every member of CISD organization to be a highly productive and value-adding members of the team. Retention rate is 75% for the current school year measured by the Texas Academic Performance Report. Staff exit surveys were completed to provide timely feedback and data for exiting the district.

## Staff Quality, Recruitment, and Retention Strengths

- Teachers meet in PLCs on a weekly basis to discuss instructional strategies, data, and need of the students.
- The use of multiple effective resources to enhance employment opportunities in CISD
- Hiring high quality and effective teachers and staff members
- Quality staff input when making decisions among various committees
- Quality staff development and continuing education opportunities offered throughout the year that is effective, timely, and research based
- Competitive compensation plans with surrounding districts to retain teachers
- Quality mentor program to new teachers to reduce stress and provide support when needed. New teachers are defined as those with 1-3 yrs. experience. Create a mentor-ship rubric that would include: different levels of contact and support. Create a new teacher cadre that would meet monthly to discuss important topics to assist new teachers. Recruit retired teachers to be mentors.
- Professional Development (PD) opportunities for all teachers through in and out of district workshops (Region 10, conferences, book study, visiting other districts, etc.)

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** There is an inability to attract highly qualified bilingual and special education teachers statewide. **Root Cause:** There is an absenteeism in bilingual and special education teacher statements.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Curriculum and Instruction Department is under the direction of the Chief Learning Officer. The department works to establish and refine effective tools for teachers to use along with the TEKS Resource System curriculum to motivate and actively engage all students. The team consists of Instructional Specialist for Math & Science, English Language Arts & Social Studies, Instructional Technology, Bilingual/ESL Coordinator, the District Librarian/Textbook Coordinator, and Campus Instructional Coaches. The Curriculum and Instruction Department helps to facilitate Professional Development over the summer and throughout the school year to continually increase teacher performance and drive student instruction.

## Curriculum, Instruction, and Assessment Strengths

- Instructional Coaches assigned at each campus to work with teachers in the elementary and secondary classrooms to promote effective practices
- Gifted and Talented teacher assigned to the district to work with identified students
- Use of Eduphoria Aware, Strive, and Forethought to desegregate data and plan targeted lessons
- CISD Classroom Expectations established for walkthroughs to increase rigor, align curriculum, and share best practices
- Instructional Walk-Throughs by administrative appraisers and instructional coaches for targeted timely feedback
- District approved online curriculum (Edenguity), TEKS Resource System, aligned supplemental resources

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** There is a need to increase the academic achievement of all students at the "meets" and "masters" performance levels. **Root Cause:** An increase in academic rigor is needed to achieve the highest performance levels.

**Problem Statement 2 (Prioritized):** There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** Students in these categories have additional obstacles to overcome.

**Problem Statement 3 (Prioritized):** Due to an increase in virtual learning, teachers will need additional professional development in online instruction. **Root Cause:** COVID 19 & Virtual Learning

# Parent and Community Engagement

## Parent and Community Engagement Summary

There are many forms of parent involvement within CISD. The district has some very active parent groups including booster clubs, PTA/PTO, site-based teams, and volunteers. CISD staff members communicate with parents and community members through many different avenues which include phone calls, e-mail, website, blogs, Twitter, school messenger, and Facebook. Even with current COVID-19 restrictions, CISD has still been able to keep everyone informed and has been able to collaborate with PTO and volunteers.

## Parent and Community Engagement Strengths

- Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, website, and informative meetings in a language best understood by parents. Facebook and twitter have been incorporated into our communication process with parents.
- At-Risk Coordinators and School Service Workers make many home visits and work as liaisons between home and school
- Every independent school system is required by law to have a School District Health Advisory Council (SHAC), of which the majority of members must be parents who are not employed by the school district. The mission of CISD's SHAC is to advise and advocate to the CISD School Board of Trustees and Administration that our children are provided with accurate, relevant, and age appropriate educational programs that will motivate them to live healthy, happy, and productive lives
- CISD ensures that materials and handouts distributed to parents are in a language and format that parents understand
- Host a variety of events to encourage parents to participate in their child's education and build a sense of partnership between school staff and parents. (Movie Nights, Reading Nights, Game Nights, Summer Reading Program, Back to School Bash, etc..)
- District partners with community members and organizations to provide for families and student needs (uniform exchange, North Texas Food Bank, churches)
- CISD maintains a district website in English and Spanish to provide information to our community through Public Relations director, Cooper Welch.
- CISD maintains district social media outlets in order to communicate vital information

# District Context and Organization

## District Context and Organization Summary

Community ISD district leaders, campus leaders, and support staff work in collaboration with teachers to ensure that all students are provided with a safe, student-centered learning environment that is conducive to learning. The collaboration between our district and community stakeholders further ensures that our students have the resources and necessary support to achieve their personal goals.

During the 2020-2021 school year the district will continue to implement the District Improvement Plan with fidelity to meet the district needs using the Plan4Learning program.

Our student to staff ratio is 15 to 1. We have 345 staff employees.

## District Context and Organization Strengths

- District Chief of Police and department
- Effectively monitored attendance zones
- Community input and voice valued
- Food Service Department displays a high level of support to campus needs
- In-house custodial department
- Campus to campus meetings between the elementary campuses occur bi-weekly (CSI)
- Built in staff development days at the for parent conferences, staff development, and team planning, and data disaggregation.
- Access to a quarantine room for student illness

## Problem Statements Identifying District Context and Organization Needs

**Problem Statement 1 (Prioritized):** Due to an increase in virtual learning, teachers will need additional professional development in online instruction. **Root Cause:** COVID 19 & Virtual Learning

# Technology

## Technology Summary

The Technology Department provides technical support, training, and technology resources to the school district under the supervision of the Director of Technology. Our district provides one to one devices in grades PreK-12 for all students. Each campus conducts monthly meeting with the campus technology integration specialist to discuss the use of instructional technology and collaborate with each other.

## Technology Strengths

- CISD provides Internet access to all campuses and departments
- Parents of CISD students can access their child's grades and attendance information on the Internet by using the Tyler 360 SIS.
- The Educational Technology Specialist works with instructional coaches and teachers to offer various trainings that help teachers use technology in the classrooms effectively
- CISD pilots/explores new technologies and implement them into our district
- Increased infrastructure for bandwidth to support 1 to 1 district wide
- Google training and certification is offered to staff.
- Instructional Technology Specialist and Instructional Coaches implement specific timely effective technology activities in the lesson planning process.
- Recabling throughout the district to improve the infrastructure and internet access.
- Students have access to hot spots at home
- CISD provides community access to wifi at the Braves Academy

# Priority Problem Statements

**Problem Statement 1:** There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers.

**Root Cause 1:** Students in the these categories have additional obstacles to overcome.

**Problem Statement 1 Areas:** Demographics - Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 2:** There is an inability to attract highly qualified bilingual and special education teachers statewide.

**Root Cause 2:** There is an absenteeism in bilingual and special education teacher statements.

**Problem Statement 2 Areas:** Student Achievement - Staff Quality, Recruitment, and Retention

**Problem Statement 3:** Due to an increase in virtual learning, teachers will need additional professional development in online instruction.

**Root Cause 3:** COVID 19 & Virtual Learning

**Problem Statement 3 Areas:** Student Achievement - Curriculum, Instruction, and Assessment - District Context and Organization

**Problem Statement 4:** There is a need to actively support the emotional well being of our students.

**Root Cause 4:** COVID, peer pressure, and lack of coping skills

**Problem Statement 4 Areas:** Student Achievement - District Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 factors and/or waivers

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- STEM/STEAM data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

#### **Employee Data**

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

#### **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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Performance Objective 1:** Increase student achievement in approaches, meets, and masters across all areas evidenced by state performance standards and increase the number of academic distinctions received by the district.

**Targeted or ESF High Priority**



**HB3 Goal**


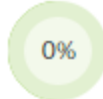

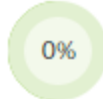






**Evaluation Data Sources:** TAPR Report. District Goals, Campus Goals, Campus Improvement Plans, Planning and decision making committee meeting data, STAAR current and longitudinal results, including all versions , State and Federally required Assessment information, STAAR End-Of-Course Current and longitudinal results, including all versions,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administer district assessments (quizzes and exams) twice per nine weeks by grade and subject to be used to identify strengths and intervention opportunities. <b>Strategy's Expected Result/Impact:</b> Increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Curriculum Coordinators Campus Principals Instructional Coaches Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Focus on EL learners by a providing dual language program in PreK-5th grade and consistently using Gomez & Gomez Strategies across all campuses for EL learning strategies. <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principal Chief Learning Officer Bilingual/ESL Coordinator Bilingual Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Built in remediation or intervention time at each campus during the instructional day as well as Gifted and Talented services and Advanced Placement courses at the various campuses in order to close the student achievement gap and to continuing pushing the high achieving students. <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principals Classroom Teachers GT teacher @ elementary campuses Advanced Placement teachers District GT Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Administer fall and spring benchmark based on released STAAR and provide remediation/intervention plans based on scores. <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased student performance <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Campus Principals Instructional Coaches Special Education Case Managers Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Build leadership capacity in the curriculum and instruction department with campus instructional coaches and curriculum specialists. <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Superintendent Chief Learning Officer Campus Principals Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Target students with assessment data and invite them to intervention and remediation offered at various times. <b>Strategy's Expected Result/Impact:</b> Increased student achievement Increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principals Chief Learning Officer CISD Transportation Department Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus administrators will conduct 10 or more weekly walkthroughs and give weekly lesson plan feedback in order to ensure alignment and rigor. <b>Strategy's Expected Result/Impact:</b> increased Rigor and Alignment in all subjects increased student achievement increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> CSI meetings conducted every two weeks to analyze both vertically and horizontally aligned instruction. <b>Strategy's Expected Result/Impact:</b> increased student achievement increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals Chief Learning Officer Instructional Coaches Curriculum Coordinators Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Campus leadership teams will attend PLC conferences and training with various teachers to increase effectiveness of PLC meetings. <b>Strategy's Expected Result/Impact:</b> Lead4ward Conferences PLC Conferences <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Administer MAP Growth Tests K-12 to monitor student growth and implement student specific interventions. <b>Strategy's Expected Result/Impact:</b> Teacher, student, and administrators will have additional accurate data on specific skills in order to plan for interventions increased student achievement increased teacher performance increased data decision making for students <b>Staff Responsible for Monitoring:</b> Campus Principals Classroom teachers Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> PLCS will use systematic data during weekly meeting to increase rigorous lessons and differentiated instruction in all classrooms <b>Strategy's Expected Result/Impact:</b> increased student achievement increased collaboration between General Education and Special Education Case Managers <b>Staff Responsible for Monitoring:</b> campus Principals Assistant Principals Instructional Coaches Curriculum Coordinators Classroom Teachers Special Education Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Implement the TAP Teacher Evaluation System <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Superintendent Chief Learning Officer Campus Principal Campus Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Provide Elementary Administration and Curriculum Department with the TEA Reading Academy <b>Strategy's Expected Result/Impact:</b> increased knowledge of implementation of Reading in Elementary, increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Campus Principal Campus Assistant Principals Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 1:** The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Performance Objective 2:** By the end of the 2020-2021 school year, performance gaps between subgroups will be reduced by 2% as measured by STAAR/EOC results.

### HB3 Goal

**Evaluation Data Sources:** TAPR Report, MAP Data Reports, State and federally required assessment information, STAAR current and longitudinal results, including all versions; STAAR End of Course current and longitudinal results, including all versions, STAAR Released test questions, 2021 STAAR, District quizzes and assessments, EOY Map Testing,

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Reduce the gap in scores between performance of Special Populations and All students: including under served populations such as ESL/Bilingual and At-Risk by tracking student percent score monitored through Eduphoria; and provide targeted interventions. <b>Strategy's Expected Result/Impact:</b> Increased student achievement, decrease in student gaps, increase in teacher performance <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Director of Special Programs Principals Teachers Bilingual/ESL Coordinator Instructional Coaches		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide targeted interventions for Special Education students to increase passing STAAR by 2%. <b>Strategy's Expected Result/Impact:</b> Increase the number of special education students passing the STAAR by at least 2% which will increase student achievement <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Director of Special Programs Principals Curriculum Coordinators Instructional Coaches Teachers Special Education Case Managers		Formative			Summative
		Nov	Jan	Mar	June





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Establish weekly collaboration between teachers and Special Education Case managers during PLC <b>Strategy's Expected Result/Impact:</b> increased student achievement, closing the gap in students in a subpops, increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principals Assistant Principals Instructional Coaches Teachers Special Education Case Managers		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

**Performance Objective 3:** The district will provide staff development that has a direct impact on student success.

**HB3 Goal**

**Evaluation Data Sources:** Professional Development Surveys. Professional learning communities (PLC) data, Campus leadership data, Campus department and/or faculty meeting discussions and data, professional development needs assessment data, and Evaluation of professional development implementation and impact.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement effective Professional Learning Community "PLC" time weekly by grade level/department to discuss data and monitor progress of each student. <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased teacher performance <b>Staff Responsible for Monitoring:</b> Campus Principals Department Chairs Instructional Coaches Grade Level Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teacher professional development opportunities that support teachers in creating and delivering rigorous lessons with high levels of student engagement. <b>Strategy's Expected Result/Impact:</b> increased student achievement, increased teacher performance through additional strategies for the classroom <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Curriculum Director Instructional Specialists Instructional Coaches	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** The District will recruit, hire, train, and retain highly effective and quality teachers.

**Performance Objective 1:** Increase recruitment and training of staff to yield an 85% or higher retention rate.

**Evaluation Data Sources:** mentor program on each campus  
new teacher academy  
coaching cycles

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue the Implementation of the quality mentor program for novice, new teachers, or those identified as needing additional support, time, and tools needed to be a successful early years' teacher. <b>Strategy's Expected Result/Impact:</b> increased teacher performance, decrease the turn over rate <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Curriculum Coordinators Instructional Coaches Mentors Campus Principals & Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor a professional development system that is focused on instructional excellence, collaborative teacher-to-teacher supports, and on-going mentoring. <b>Strategy's Expected Result/Impact:</b> Increased strategies for teachers to implement in the classroom across all grade levels and content  Agendas Sign In Sheets End of the year survey Classroom Walkthrough Data Appraise Evaluations in Eduphoria Eduphoria Workshop Reports Teacher Awarded Badges Surveys in Eduphoria <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Curriculum Coordinators Instructional Coaches Campus Principals & Assistant Principals Educational Technology Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure that all campuses and departments are adequately staffed to support student achievement. <b>Strategy's Expected Result/Impact:</b> increased student achievement, hiring of needed staff to support student achievement <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Attend wide spread job fairs, including online job fairs, recruit from teacher certification programs, and advertise to maintain competitive avenues for attracting highly qualified teachers. <b>Strategy's Expected Result/Impact:</b> attract high quality, certified teachers <b>Staff Responsible for Monitoring:</b> Superintendent Director of Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide opportunities for new and struggling teachers to observe blue certified or mentor teachers with targeted skilled lessons and student achievement success. <b>Strategy's Expected Result/Impact:</b> increase in teacher performance increase in student achievement <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Instructional Specialist Instructional Coaches Campus Principals & Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Opportunities for coaching cycles with instruction coaches that focus on growth opportunities. <b>Strategy's Expected Result/Impact:</b> increased teacher performance collaboration with Instructional Coaches professional learning, utilization of strategies learned <b>Staff Responsible for Monitoring:</b> Chief Academic Officer Instructional Specialist Instructional Coaches Campus Principals & Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				



**Goal 3:** The District will maintain a safe and orderly environment.

**Performance Objective 1:** In the 2020-2021 school year the district will continue to maintain a comprehensive District-Wide Emergency Operations Plan.

**Evaluation Data Sources:** Discipline Reports,  
Completion rates and/or graduation rates data, mobility rate, including longitudinal data,  
Special programs data, including number of students, academic achievement, discipline, attendance, and progress.  
At risk/non-at-risk population including performance, progress, discipline, attendance and mobility data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure implementation of CISD police department while monitoring and supporting the Chief of Police. <b>Strategy's Expected Result/Impact:</b> Personnel Request Postings maintain safety and security <b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals CISD Police Department and Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure the implementation of comprehensive district and campus crisis plans, and conduct safety and security audits to support the safety of all. <b>Strategy's Expected Result/Impact:</b> District/Campus Crisis Plans Campus Incident Monthly Reports maintain safety and security <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Chief of Police	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review district discipline data to ensure that a safe and orderly environment is maintained. <b>Strategy's Expected Result/Impact:</b> maintain safety and security <b>Staff Responsible for Monitoring:</b> PEIMS Clerk Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Train all district employees in complete compliance training offered through Region 10. <b>Strategy's Expected Result/Impact:</b> Certificates of completion from Region 10 <b>Staff Responsible for Monitoring:</b> Campus Nurses Campus Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Train all assigned campus personnel on medications administration. <b>Strategy's Expected Result/Impact:</b> Medical Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Campus Nurses Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Conduct safety and security audits for all facilities. <b>Strategy's Expected Result/Impact:</b> Completed audit reports <b>Staff Responsible for Monitoring:</b> Superintendent Campus Principals Region 10 Educational Service Center District Police Department	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** The District will maintain a safe and orderly environment.

**Performance Objective 2:** Reduce the number of discipline referrals by 2% in the 2020-2021 school year.

**Evaluation Data Sources:** Tyler SIS Discipline Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement district wide anti-bullying and anti-cyber bullying programs to implement on each campus. <b>Strategy's Expected Result/Impact:</b> increase student safety increase student cyberbullying awareness decrease bullying on each campus <b>Staff Responsible for Monitoring:</b> Campus Administration Director of Technology Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop strategies at each campus that address a prevention plan that will decrease PEIMS discipline referrals that result in an off campus placement by 2% annually. <b>Strategy's Expected Result/Impact:</b> Annual PEIMS reports Campus Discipline Plans CISD Tribe System PBIS Training & Implementation <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement and monitor an effective campus discipline plan and behavior management system to be implemented PreK-12th grade. <b>Strategy's Expected Result/Impact:</b> increase student safety maintain positive relationships between students <b>Staff Responsible for Monitoring:</b> Superintendent Chief Learning Officer Campus Principals & Assistant Principal Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** The District shall exhibit excellence in financial and facility planning, management, and stewardship.

**Performance Objective 1:** A budget will be adopted that supports the vision, mission, and beliefs of the district while ensuring the achievement goals of the district.

**Evaluation Data Sources:** Budgets/entitlements and expenditures data  
capacity and resources data  
organizational structure data







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to achieve highest rating possible on FIRST rating and pass each indicator in the rating system. <b>Strategy's Expected Result/Impact:</b> FIRST Rating Determined by TEA <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review the annual audit and remain in a favorable financial position as determined by the annual audit. <b>Strategy's Expected Result/Impact:</b> Annual Audit Report Presented to the Board of Trustees <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Auditors School Board Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain appropriate fund balance while meeting the needs of the district. <b>Strategy's Expected Result/Impact:</b> Adopted Budget <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer School Board	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop an effective budget meeting the needs of students that addresses the growth of the district. <b>Strategy's Expected Result/Impact:</b> Adopted Budget Enrollment Reports <b>Staff Responsible for Monitoring:</b> Campus Principals Directors Chief Financial Officer Superintendent School Board	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Address the facility assessment needs recommended by contracted architects to provide updated facilities for academic success.  <b>Strategy's Expected Result/Impact:</b> Completed facilities assessment Work order requests  <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer Architect Board of Education	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

**Goal 4:** The District shall exhibit excellence in financial and facility planning, management, and stewardship.

**Performance Objective 2:** Due to the increase of student growth and multiple housing developments being built in the CISD zone, current and future plans are being established and executed to accommodate for increased student population.

**Evaluation Data Sources:** organizational structure data, processes and procedures for teaching and learning including program implementation  
communications data  
capacity and resources data  
action research results  
budgets/entitlements and expenditures data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitoring student growth by using a third party demographer. <b>Strategy's Expected Result/Impact:</b> Data informed decisions regarding district growth <b>Staff Responsible for Monitoring:</b> Superintendent Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Parents and members of the community will have meaningful opportunities to participate in the educational processes of Community ISD.

**Performance Objective 1:** Increase the number of opportunities for parental involvement and communication by 10% from the previous year, both at the district and campus level.

**Evaluation Data Sources:** parent surveys an/or other feedback  
community surveys and/or other feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Effectively use technology and various forms to communicate with the community; including website, Blackboard, newsletters, zoom, google meets, twitter, Facebook, and Instagram in both English and Spanish. <b>Strategy's Expected Result/Impact:</b> Website visitor traffic report View CISD Facebook School Messenger reports District Website Parent Newsletters/Handouts <b>Staff Responsible for Monitoring:</b> Director of Public Relations Director of Technology Campus Principals Campus Webmasters	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Solicit parent involvement with personal invitations to participate and serve on campus/district committees. <b>Strategy's Expected Result/Impact:</b> Invitations Sign-in Sheets Agendas Campus and District Committees <b>Staff Responsible for Monitoring:</b> Principals District Administration	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hold district wide events that show unity within our district, to create a culture of pride that is united with the athletics department, that holds students accountable with parents, and provides community involvement. <b>Strategy's Expected Result/Impact:</b> Master calendar Handouts Invitations Back to School Bash District Website Blackboard Facebook Instagram Twitter <b>Staff Responsible for Monitoring:</b> District Administration Campus Administrations District Public Relations Officer Athletic Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Assist Title 1 campuses in developing and completing Title 1 program parent compacts, and parental involvement policies. <b>Strategy's Expected Result/Impact:</b> Meeting minutes Attendance Sheets Parent Compacts Title I Binders <b>Staff Responsible for Monitoring:</b> Chief Learning Officer Director of Special Programs Campus Principals & Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide information to parents, regarding awareness and strategies to recognize sexual abuse or other maltreatment, early mental health intervention, suicide intervention, and ways to seek professional guidance. <b>Strategy's Expected Result/Impact:</b> Student/Parent Handbook <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Director of Special Programs Braves Support Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



# State Compensatory

## Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.00.998.6.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$219,632.51
199.11.6119.00.998.6.30.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$120,496.44
199.11.6141.00.998.6.24.0.00	6141 Social Security/Medicare	\$3,372.13
199.11.6141.00.998.6.30.0.00	6141 Social Security/Medicare	\$1,850.04
199.11.6142.00.998.6.24.0.00	6142 Group Health and Life Insurance	\$14,037.35
199.11.6142.00.998.6.30.0.00	6142 Group Health and Life Insurance	\$7,701.28
199.11.6143.00.998.6.24.0.00	6143 Workers' Compensation	\$1,514.65
199.11.6143.00.998.6.30.0.00	6143 Workers' Compensation	\$830.98
199.11.6144.00.998.6.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$14,283.13
199.11.6144.00.998.6.30.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$7,836.12
199.11.6146.00.998.6.24.0.00	6146 Teacher Retirement/TRS Care	\$6,110.91
199.11.6146.00.998.6.30.0.00	6146 Teacher Retirement/TRS Care	\$3,352.62
199.11.6149.00.998.6.24.0.00	6149 Employee Benefits	\$254.32
199.11.6149.00.998.6.30.0.00	6149 Employee Benefits	\$139.52
<b>6100 Subtotal:</b>		<b>\$401,412.00</b>
6200 Professional and Contracted Services		
199.93.6492.00.999.6.24.0.00	6218 Professional Services - Locally Defined	\$66,000.00
199.93.6492.01.999.6.24.0.00	6218 Professional Services - Locally Defined	\$30,962.00
199.11.6299.00.998.6.24.0.00	6299 Miscellaneous Contracted Services	\$21,635.84
<b>6200 Subtotal:</b>		<b>\$118,597.84</b>
6300 Supplies and Services		
199.11.6399.00.998.6.24.0.00	6399 General Supplies	\$15,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Subtotal:</b>		<b>\$15,000.00</b>

# Addendums