

# DISTRICT IMPROVEMENT PLAN

## 2019-2020

Rating: Met Standard

### GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

**MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL**

#### ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

**DOMAIN I OBJECTIVES:** All students/all subjects combined

2018-2019 Performance	2019-2020 Goals (All students combined)
85% Approaching Grade Level Standards	90% Approaching Grade Level Standards
62% Meeting Grade Level Standards	67% Meeting Grade Level Standards
35% Mastering Grade Level Standards	40% Mastering Grade Level Standards

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

- **Part A: Academic Progress** – *the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.*
- **Part B: Relative Performance** – *the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.*

**DOMAIN II OBJECTIVES:** Reading and Math; all students, seven racial/ethnic groups, EL, SpEd; weighted progress

2018-2019 Performance			
	<i>All Students</i>	<i>Reading</i>	<i>Math</i>
<i>Met Expected or Accelerated Growth measure</i>	73%	71%	74%
2019-2020 Goals			
	<i>All Students</i>	<i>Reading</i>	<i>Math</i>
<i>Will meet Expected or Accelerated Growth measure</i>	78%	76%	79%

#### FEDERAL ACCOUNTABILITY: CLOSING THE GAPS

Support Area	District Target Student Group
Academic Achievement in Reading	
Academic Achievement in Math	
Growth in Reading	
Growth in Math	American Indian, Economically Disadvantaged, Special Education Current
Graduation Rate	Hispanic, White, Economically Disadvantaged, EI Current and Monitored, Special Education Current
English Language Proficiency	
Student Success	
School Quality	

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

**DOMAIN III OBJECTIVES:** Reading and Math at Meets Grade Level Standards – All students, seven racial/ethnic groups, EcoDis, SpEd, former SpEd, Current and monitored ELs (through year 4), Continuously and Non-Continuously enrolled.

## ALL STUDENT POPULATIONS

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>74%</u> scored Approaching Grade Level Standards  <u>17%</u> scored Mastering Grade Level Standards  <b>Focus Student Group: EL Current</b>  <u>63%</u> scored Approaching Grade Level Standards  <u>9%</u> scored Mastering Grade Level Standards  <b>Focus Student Group: SpEd Current</b>  <u>47%</u> scored Approaching Grade Level Standards  <u>8%</u> scored Mastering Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>79%</u> will score Approaching Grade Level Standards  <u>22%</u> will score Mastering Grade Level Standards  <b>Focus Student Group: EL Current</b>  <u>68%</u> will score Approaching Grade Level Standards  <u>14%</u> will score Mastering Grade Level Standards  <b>Focus Student Group: SpEd Current</b>  <u>52%</u> will score Approaching Grade Level Standards  <u>13%</u> will score Mastering Grade Level Standards</p>

## READING/ELA

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>70%</u> scored Approaching Grade Level Standards  <u>14%</u> scored Mastering Grade Level Standards  <b>Student Group: EL Current</b>  <u>56%</u> scored Approaching Grade Level Standards  <u>7%</u> scored Mastering Grade Level Standards  <b>Focus Student Group: SpEd Current</b>  <u>42%</u> scored Approaching Grade Level Standards  <u>      </u> scored Mastering Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>75%</u> will score Approaching Grade Level Standards  <u>19%</u> will score Mastering Grade Level Standards <b>Focus</b>  <b>Focus Student Group: EL Current</b>  <u>61%</u> will score Approaching Grade Level Standards  <u>12%</u> will score Mastering Grade Level Standards  <b>Focus Student Group: SpEd Current</b>  <u>47%</u> will score Approaching Grade Level Standards <u>7%</u>  <u>12%</u> will score Mastering Grade Level Standards</p>

**PERFORMANCE OBJECTIVE:** Identify students reading below grade level (approaches or below), specifically those identified as Economically Disadvantaged and as English Learners, and provide targeted reading instruction with the goal of increasing all student groups by at least 5%.

### STRATEGY DESCRIPTION(S):

- Volume/Stamina – Guide students to build volume and stamina by increasing independent reading time while targeting individual students through conferences or in small groups to address specific reading skills.
- Comprehension – Develop and deepen students’ ability to visualize, infer, self-correct, and synthesize increasingly complex text through the Guided Reading process.
- Text-Selection – Assist students in choosing accessible text selections in order to increase fluency and deepen comprehension.
- Provide staff development and planning support to increase quality instructional practices to grow readers through the learning opportunity “When Readers Struggle”.
- Professional development which demonstrates collaboration between Elementary and Secondary Language Arts, Bilingual/ESL, and Special Education.
- Implement strategies of Readers’ and Writers’ workshop through staff development and job embedded coaching to further develop stronger readers and writers.
- Implement small group reading instruction, accessible texts, tracking student progress for all students supporting RtI and tutorial programs.
- Provide training and support for teachers to address the unique needs of second language learners.

## WRITING

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b> <u>61%</u> scored Approaching Grade Level Standards <u>7%</u> scored Mastering Grade Level Standards	<b>Economically Disadvantaged Students</b> <u>66%</u> will score Approaching Grade Level Standards <u>12%</u> will score Mastering Grade Level Standards
<b>Focus Student Group: EL Current</b> <u>51%</u> scored Approaching Grade Level Standards <u>4%</u> scored Mastering Grade Level Standards	<b>Focus Student Group: EL Current</b> <u>56%</u> will score Approaching Grade Level Standards <u>9%</u> will score Mastering Grade Level Standards
<b>Focus Student Group: SpEd Current</b> <u>34%</u> scored Approaching Grade Level Standards <u>5%</u> scored Mastering Grade Level Standards	<b>Focus Student Group: SpEd Current</b> <u>39%</u> will score Approaching Grade Level Standards <u>10%</u> will score Mastering Grade Level Standards

**PERFORMANCE OBJECTIVE:** Increase students' level of writing, 5% or greater, by establishing structures through the workshop approach to writing.

### STRATEGY DESCRIPTION(S):

- Feedback – Through individual conferences and/or small groups, provide students targeted feedback that contains what they have begun to do that works and provide practical next steps to progress their writing.
- Independent Writing Time – Within the structure of Writer's Workshop, independent writing time must be gradually increased to build stamina and volume.
- Targeted Writing Instruction – Develop targeted writing instruction through the regular use of on-demand writing samples as well as thin slicing, and by studying progressions of those samples.
- Provide staff development on the Writer's Workshop approach to teach writing through the Teacher's College Homegrown Writing Institute.

## MATH

2018-2019 Performance:	2019-2020 Goals:
<b>Economically Disadvantaged Students</b> <u>80%</u> scored Approaching Grade Level Standards <u>21%</u> scored Mastering Grade Level Standards	<b>Economically Disadvantaged Students</b> <u>85%</u> will score Approaching Grade Level Standards <u>26%</u> will score Mastering Grade Level Standards
<b>Focus Student Group: EL Current</b> <u>77%</u> scored Approaching Grade Level Standards <u>15%</u> scored Mastering Grade Level Standards	<b>Focus Student Group: EL Current</b> <u>82%</u> will score Approaching Grade Level Standards <u>20%</u> will score Mastering Grade Level Standards
<b>Focus Student Group: SpEd Current</b> <u>52%</u> scored Approaching Grade Level Standards <u>10%</u> scored Mastering Grade Level Standards	<b>Focus Student Group: SpEd Current</b> <u>57%</u> will score Approaching Grade Level Standards <u>15%</u> will score Mastering Grade Level Standards

**PERFORMANCE OBJECTIVES:** *Elementary Math* - Identify the mathematical ability of students using pre-assessment/entrance tickets to collaboratively plan for targeted tiered small group instruction through the lens of Guided Math. This type of differentiated instruction will help meet the goal of increasing all student groups by at least 5%.

*Secondary Math* - To close gaps in mathematics for grades 7 through Algebra that will result in at least 5% growth in Math for the following groups: All Students, American Indian, Economically Disadvantaged, and Special Education.

**STRATEGY DESCRIPTION(S):**

*Elementary Math*

- Collaborative Planning and Tiered Small Group Instruction – Guide teachers (both general & special education) to understand all aspects of their standards through big picture planning with an intentional purpose of tiering activities and small group instruction (approaches, meets, masters) to meet the needs of all student groups.
- Work collaboratively with teams to plan, implement and guide discussions in PLCs around formative assessment data such as exit tickets to monitor and adjust instruction.
- Implement Guided Math principles through small group math instruction with direct instruction through documentation using anecdotal notes, and the implementation of effective tutorial programs.

*Secondary Math Through the Secondary Content Leadership Math Series:*

- 7th grade math teachers will focus on Growth Mindset and Student Motivation, Teaching for Conceptual Understanding, and Teaching with Cooperative Learning.
- Junior Highs and High Schools that teach Pre-Algebra and Algebra 1 will focus on the same three topics listed above and National Council of Teachers of Mathematics (NCTM) Mathematics Teaching Practice #2: Implement tasks that promote reasoning and problem solving.
- Geometry and Algebra 2 will focus on NCTM Teaching Practice #1: Establish mathematics goals to focus learning (help teachers establish clear goals for the mathematics that students are learning, situating goals within learning progressions, and use the goals to guide instructional details).

**SOCIAL STUDIES**

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>78%</u> scored Approaching Grade Level Standards  <u>30%</u> scored Mastering Grade Level Standards</p> <p><b>Focus Student Group: EL Current</b>  <u>52%</u> scored Approaching Grade Level Standards  <u>8%</u> scored Mastering Grade Level Standards</p> <p><b>Focus Student Group: SpEd Current</b>  <u>57%</u> scored Approaching Grade Level Standards  <u>13%</u> scored Mastering Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>83%</u> will score Approaching Grade Level Standards  <u>35%</u> will score Mastering Grade Level Standards</p> <p><b>Focus Student Group: EL Current</b>  <u>57%</u> will score Approaching Grade Level Standards  <u>13%</u> will score Mastering Grade Level Standards</p> <p><b>Focus Student Group: SpEd Current</b>  <u>62%</u> will score Approaching Grade Level Standards  <u>18%</u> will score Mastering Grade Level Standards</p>

**PERFORMANCE OBJECTIVE:** To meet or exceed our 2019-2020 Goals on the 8<sup>th</sup> grade U.S. History STAAR assessment at the Approaching scores level. The categories of focus will be for: All Students, Economically Disadvantaged, English Learners and Special Education. In addition, to meet or exceed our Maters scores on the 8<sup>th</sup> grade U.S. History STAAR assessment.

**STRATEGY DESCRIPTION(S):**

- All 8th grade U.S. History teachers will participate in a fall and spring institute with two purposes in mind. One, to grow the capacity of teachers to address research-based targeted standards in need of improving. Secondly, to develop the PLC’s capacity to work as a collaborative team in addressing their schools individual needs.
- All 7<sup>th</sup> and 8<sup>th</sup> Grade PreAP teachers will participate in two curriculum alignment planning days to establish agreed upon instructional expectations. The sessions are designed to prepare students for success at the PreAP level and their eventual success in future AP courses.

**SCIENCE**

2018-2019 Performance:	2019-2020 Goals:
<p><b>Economically Disadvantaged Students</b>  <u>80%</u> scored Approaching Grade Level Standards  <u>19%</u> scored Mastering Grade Level Standards</p>	<p><b>Economically Disadvantaged Students</b>  <u>85%</u> will score Approaching Grade Level Standards  <u>24%</u> will score Mastering Grade Level Standards</p>

**Focus Student Group: EL Current**

63% scored Approaching Grade Level Standards

6% scored Mastering Grade Level Standards

**Focus Student Group: SpEd Current**

55% scored Approaching Grade Level Standards

8% scored Mastering Grade Level Standards

**Focus Student Group: EL Current**

68% will score Approaching Grade Level Standards

11% will score Mastering Grade Level Standards

**Focus Student Group: SpEd Current**

60% will score Approaching Grade Level Standards

13% will score Mastering Grade Level Standards

**PERFORMANCE OBJECTIVE:** To exceed our 2018-2019 performance in both Approaching and Mastering Grade Level Standards by 5% in grades 5, 8, and Biology by focusing on English Learners and Special Education students.

**STRATEGY DESCRIPTION(S):**

- Provide two full day professional developments for all 5th grade science teachers, 8th grade science teachers, and Biology teachers. During each of these days, teachers will learn and work with their campus collaborative teams. Instructional emphasis will be placed on the grade level priority standards within the framework of the 5E Instructional Model.
- Implement best practices for supporting English Learners and Special Education students will be an integral part of the 5 E lessons.

## PHYSICAL EDUCATION AND HEALTH

**PERFORMANCE OBJECTIVE:** 80% of all students will meet a minimum of two Healthy Fitness Zone standards, as measured by the FitnessGram assessment.

**STRATEGY DESCRIPTION(S):**

- Provide instruction that allows students Moderate to Vigorous Physical Activity (MVPA) 70% of class time.
- Provide students with relevant curriculum on the dangers of vaping.
- Provide students with relevant curriculum on the risk factors of substance abuse and distracted driving.
- Assess students' Health-Related fitness biannually using the FitnessGram assessment.

## AT RISK AND SPECIAL POPULATIONS

### BILINGUAL/ESL PROGRAMS

**PERFORMANCE OBJECTIVE:** 80% of all English Learners (ELs) served in a Bilingual or English as a Second Language (ESL) program will grow one language proficiency level in English as measured by the TELPAS assessment.

**STRATEGY DESCRIPTION(S):**

- Provide teachers with instructional strategies/accommodations to scaffold instruction according to the various language proficiencies.
- Provide professional development on TELPAS Proficiency Level Descriptors (PLDs) and how to create student language learning goals.
- District Instructional Coach support focused on targeted instructional planning, use of English Language Proficiency Standards (ELPS) and familiarity with PLDs to provide students increased opportunities to develop the skills they lack in each language domain.
- Interdisciplinary approach to teaching English language skills to ELs in the context of each area of study.

### DYSLEXIA

**PERFORMANCE OBJECTIVE:** Implement a district dyslexia instructional program that meets the requirements in State Board of Education (SBOE) rule and to identify student access to the services of teacher(s) trained in dyslexia and related disorders.

**STRATEGY DESCRIPTION(S):**

- Purchase, train and implement a new dyslexia instructional program, *Reading by Design*, that provides more

comprehension components and transferability across settings.

- Allocate additional Reading Intervention Teacher units to serve students in smaller group sizes.
- Provide intensive, explicit, systematic, research-based reading instruction to identified dyslexic at-risk students.
- Promote an understanding of Dyslexia and Related Disorders through training of multisensory instruction and classroom support for teachers and parents.

## GIFTED AND TALENTED PROGRAMS

**PERFORMANCE OBJECTIVES:** To increase the performance of Gifted students Mastering Grade Level Standards on the state assessments by 5%. To increase the identified Gifted student population to mirror the District’s population by 3%.

### STRATEGY DESCRIPTION(S):

- Provide pullout service to 400 students in TWHS feeder zone.
- Provide targeted professional development on differentiation for gifted students.
- Provide professional development on characteristics of gifted in poverty.
- Utilize CogAT Alt at Title I campuses as part of GT identification.
- Use of Local Norms as part of identification at Title I campuses.
- Hold a parent night for Title I parents during the nomination window.

## SPECIAL EDUCATION

**PERFORMANCE OBJECTIVES:** 100% of special education ELA K-6 teachers will participate in Literacy Instruction for Students with Disabilities Professional Development. 75% of special education teachers will participate in professional development on implementing and supporting the components of *Writers Workshop* in the general education and special education classroom. Students in self-contained behavior support classes (SDC) will increase the number of successful “out” classes by 10%.

### STRATEGY DESCRIPTION(S):

- Develop Literacy Training for Students with Disabilities collaboratively with the C&I Department.
- Identify and train teachers who did not participate at Districtwide Professional Development.
- Incorporate components of Writer’s Workshop in special education professional development.
- Special education teachers to participate in campus based professional development for Writer’s Workshop.
- Administrator training on SDC program elements.
- Monthly staff meetings to report and monitor “out” class participation.
- Implement *Why Try?* for social skills instruction.

## POSTSECONDARY READINESS INDICATORS

### ALL CAMPUSES

#### ATTENDANCE

Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.

**PERFORMANCE OBJECTIVE:** Attendance rate will increase from 97.32 % in 2018-2019 to 97.4% in 2019-2020

### STRATEGY DESCRIPTION(S):

- Campus staff will run attendance reports weekly, contact parents and file truancy charges after 10 unexcused absences.
- Campus staff will code unexcused and excused absences correctly.

## DROPOUT PREVENTION PROGRAM

**PERFORMANCE OBJECTIVES:** The best of the 4-year, 5-year or 6-year State Graduation rates is used for Domain I: All students, 7 race/ethnic groups, SpEd, and EL. The best of these graduation rates for the 2019 graduates was the 5-year rate at 97.3%. Goal for 2020 graduates: The best of the 3 rates will increase from 97.3% to 97.4%

### STRATEGY DESCRIPTION(S):

- Offer intensive systematic tutoring for identified at-risk students during the day, after school, and during the summer (providing transportation if needed).

- Connect mentors to targeted at-risk students.
- Provide educational options for students who are overage, need to recover credits, and students who can benefit from accelerated instruction.
- Offer additional support to students who are pregnant, homeless, juvenile placements, and migrant students to ensure access to needed community resources.
- Provide additional general education teachers to campuses serving at-risk students.
- Build capacity of district campus staff by providing instructional coaching, feedback, and training to address identified areas of need.
- Monitor EL, Special Education, and CTE 4-year graduation plans.
- Provide increased awareness of CTE Endorsements and Career Pathways for all students.
- Provide training, support, and materials for teachers using various researched based instructional strategies to address the unique academic needs of all students.
- Utilize data meetings involving all stakeholders highlighting all content areas to determine current needs and develop action plans to address identified needs.

## MEET ELIGIBLE POSTSECONDARY READINESS DISTINCTION DESIGNATIONS

**PERFORMANCE OBJECTIVE:** Elementary, Intermediate, Jr. High and High School Campuses: 55% of indicators will be in top quartile

### STRATEGY DESCRIPTION(S):

College, Career, and Military Ready Graduates:

- Satisfied the TSI requirement on TSIA, SAT or ACT in both ELA and Math or successfully completing and earning credit for a college prep course as defined.
- Met criterion score on an AP-exam in any subject (3, 4 or 5).
- Earned dual course credits for at least 3 hours in ELA and Mathematics or 9 hours in any subject.
- Earned an industry-based certification from approved list.
- Earned an associate’s degree while in high school.
- Graduated with completed IEP and Workforce Readiness (graduation type code 04, 05, 54, or 55).
- Enlisted in the U.S. Armed Forces.
- CTE coherent sequence graduates with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit).

## COLLEGE READINESS/ADVANCED COURSES

- Ensure Advanced Placement and Pre-Advanced Placement course offerings are available and communicated to all students and student groups.
- Utilize the AP Potential Report to recruit underrepresented student groups for AP courses.
- Promote and monitor progress in dual credit courses through a collaborative agreement with Lone Star College Montgomery.
- Increase the number of students taking AP Exams.

### College Admissions and Readiness

- Maintain a rigorous curriculum that is aligned with SAT and ACT examinations.
- Expand SAT preparation courses for high school students.
- Increase college readiness awareness and CCR course enrollment in junior high schools.
- Build rapport with junior high schools to increase college readiness awareness.
- Increase the percentage of 11th graders scoring at or above the TSI College readiness standards (writing score of 340 with a minimum of 4 on essay, a minimum Reading score of 351, and minimum Math TSI standard score of 350).
- Offer College Prep Math and English 4 College Prep on each campus for graduating seniors to increase their college readiness which will satisfy the TSI college ready exam (student must score a “C” or better).
- Provide leadership, training, and follow-through on the implementation of certification and licensing opportunities for students.
- Provide leadership, training, and follow-through on the implementation of the certification and licensing reporting system for CTE teachers.

- Ensure the CTE TEKS are met and core content area TEKS are imbedded within CTE courses.
- Provide hands-on training in use of industry standard hardware and software and equipment.
- Provide staff development on certification testing across the curriculum.
- Ensure staff and students utilize industry standard equipment and software as resources within curriculum and assessment.
- Build teacher capacity to fully implement certification options within the instructional setting.
- Provide meaningful opportunities for students to access certification standards for learning.

## FINANCIAL RESOURCES

State General Operating, Elementary and Secondary

State Compensatory Education Funds

Title I

Title IIA

Title III EL

Title IV

Perkins

IDEA, Part B

Bilingual Allotment Funds

Dyslexia Allotment Funds

Gifted and Talented Allotment

Funds State Deaf Ed Funds

## ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR A, STAAR L, STAAR Alt, STAAR Alt 2, TELPAS, District Benchmark Results, District Curriculum

Checkpoints, Campus Common Assessments, Universal Screeners, BAS, SEL, DRA, PAPI, OS, QPS, Dyslexia Screeners, SAT, ACT,

CogAT, IOWA, Logramos, Running Records

Systems: View It, Eduphoria, Dashboard Campus

Improvement Plans

Hobson's Naviance Student (researching and planning college and career options)

Road Trip Nation Riverside

Online Testing DRC INSIGHT

Frontline (eSTAR, eSPED)

Professional learning opportunities provided throughout the year.

## FORMATIVE EVALUATIONS

### NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments

Staff Development: track number attending per campus; target for specific campus needs

Content Leadership Team Meetings: track meeting attendance by campus (# general, special, and bilingual/ESL teachers) and follow-up campus delivery

## SUMMATIVE EVALUATIONS

### JULY

TEA Accountability Summary, TAPR, RDA, AMAOs, DVM, Special Education Evaluation

## PROJECT MANAGERS

Curriculum, Instruction and Staff Development Department including Reading/ELA, Math, Science, Social Studies, Guidance and Counseling, College Readiness; Advanced Programs; CTE; Federal Programs; Dropout Prevention; Gifted & Talented, Bilingual/ESL; Student Support; Section 504, Dyslexia and Reading Intervention; Early Childhood; Special Education; Assessment, Accountability and Evaluation.



## Goal 2: FISCAL RESPONSIBILITY

*CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.*

### Performance Objective 2.1 – Effective and Efficient Use of Financial Resources

#### **STRATEGY DESCRIPTION(S):**

- Maintain high academic results in a cost effective manner.
- Implement long-range revenue and budget plans.
- Maintain a fund balance of 20-25% of budget
- Provide essential positions needed to accommodate growth in student population.
- Provide competitive compensation to attract and maintain quality personnel.
- Monitor and Evaluate possible bond refunding opportunities.

### Performance Objective 2.2 – Successful Implementation of Capital Projects

#### **STRATEGY DESCRIPTION(S):**

- Implement long-range master facilities plan.
- Conduct Bond Program Board Workshop.
- Continue to monitor student growth and adjust implementation timeline for capital projects, as appropriate.
- Working with the CISD Board of Trustees.

### Performance Objective 2.3 – Effective and Efficient Operations

#### **STRATEGY DESCRIPTION(S):**

- Continue implementation of energy management program.
- Continue implementation of operations improvement plans.
- Continue to optimize campus allocations.

#### **Financial Resources**

General Fund, Fund Balance, Debt Service Fund, Capital Projects Fund, Special Revenue Funds; Food Service Fund, Instructional Materials Fund

#### **Additional Resources**

Conroe ISD Employees

#### **Monitoring Timeline**

Formative: November, January, February, April Summative:  
July

#### **Formative Evaluation**

Financial Reports at Board meetings, Bond Update at Board meetings, Board Workshops

#### **Summative Evaluation**

Meet Performance Indicators for FIRST Rating, Texas Smart Schools, ERG and District

#### **Project Manager(s):**

Primary: Chief Financial Officer, Deputy Superintendent  
Support: Accounting and Business Managers and Director of P&C

## Goal 3: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

*CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.*

### Performance Objective 3.1 – Recruitment of Staff

#### **STRATEGY DESCRIPTION(S):**

- Utilize all available resources, including Colleges, Universities, Regional Service Centers, education-related professional organizations, job fairs, and Alternative Certification Programs, to recruit a quality, diverse applicant pools, particularly in identified shortage areas.
- Continue to enhance the use of technology, including Indeed, LinkedIn, Facebook, Twitter, and electronic job boards, to attract and source quality applicants an efficient and effective manner.

### Performance Objective 3.2 – Staff Development

#### **STRATEGY DESCRIPTION(S):**

- Provide professional learning opportunities and support for beginning teachers through The Novice Teacher Academy (NTA) for novice teachers with 0-1 years of experience.
- Support cohorts with universities to develop Master of Education and Doctoral programs for professional staff members.
- Continue to create and enhance professional learning modules that can be completed online to reduce the amount of time taken away from instruction on campuses.
- Provide additional support to targeted campus administrators related to staff performance issues.
- The Early Childhood Instructional Coach will provide on the job support that focuses on the development of specific early childhood education knowledge, skills and practices for PK and K teachers to meet the teacher qualification requirements as per the High Quality Prekindergarten.
- Provide job embedded staff development to address required TEKS for each grade level and content area.

### Performance Objective 3.3 – Retention of Staff

#### **STRATEGY DESCRIPTION(S):**

- Retention of Novice Teacher Academy Participants ranges 90% or above.
- Create exit and satisfaction surveys, which will be designed to help the District recognize patterns in in turnover in order to make positive changes to reduce attrition.

#### **Financial Resources**

General Operating

IDEA, Part B

Title I

Title IIA

Title III EL

#### **Additional Resources**

Technology, Area colleges and universities, Advisory Boards, Chambers of Commerce, Region Service Centers, Employee Benefits Committee, Principals, Central Office Staff, CISD Mentor Teachers, Sam Houston State University, Student Teacher Supervisors, CISD Education Foundation, CISD High Schools, Human Resources Data

#### **Monitoring Timeline**

Formative: November, January

Summative: July

#### **Formative Evaluation**

Position Control reports, Agendas and data for Council for Minority Recruitment & Retention, Recruiting reports, University and Regional Service Center partnership meetings, Training and staff development agendas/reports, NTA agendas, TASB Salary Survey, Professional New Hire Surveys, Student Teacher Surveys, Employee Exit Surveys, Substitute Feedback and Satisfaction Surveys

## **Summative Evaluation**

Meet Performance Indicators for TAPR, ESSA, and District

## **Project Managers**

Director of Human Resources, Assistant Director of Human Resource, Coordinator of Human Resources, Recruitment/Retention Specialist, Bilingual/ESL Coordinator, Director of Curriculum, Instruction, & Staff Development, and NTA Facilitators

## **Goal 4: PARENTS AND COMMUNITY**

*CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.*

### **Performance Objective 4.1 – Parent and Family Involvement**

#### **STRATEGY DESCRIPTION(S):**

- Facilitate education sessions for parents at various community/campus locations in order to address mental health awareness, prevention, and connection to mental health services.
- Facilitate education sessions for parents to promote safety, including: social media and digital responsibility and awareness of human trafficking trauma,
- Host Early Childhood Fair to support young learners and bring awareness to the program.
- Facilitate parent information sessions and collect input regarding rezoning process to accommodate growth.
- Utilize parent committees to develop bond priorities.
- Provide opportunities for parents to participate in shared decision making at the campus level and district level.

### **Performance Objective 4.2 – Community and Business Partnerships**

#### **STRATEGY DESCRIPTION(S):**

- Develop and expand CISD CTE partnerships with community agencies, businesses, industry organizations, and governmental agencies to increase job shadowing and internship opportunities for CISD students.
- Work in collaboration with Texas Children’s Hospital to form the Behavioral Health and Suicide Prevention Community Taskforce in order to educate the community on mental health and suicide prevention and connect residents to support services.
- Expand partnership with Tri-County Behavioral Healthcare to provide mental health and crisis services on two campuses: Milam and Moorhead.
- Expand partnership with Lone Star Family Health Services to provide dental care at the Grangerland clinic.

#### **Financial Resources**

General Operating

Title I

Title IV

IDEA, Part B

#### **Additional Resources**

Technology, Conroe ISD Web Page, provide facilities for Tri-County services on campus

#### **Monitoring Timeline**

Formative: November, January

Summative: July

#### **Formative Evaluation**

Web posting of communications, current information, family pictures, and events; minutes of district meetings posted on website; district brochures and informative literature; record of business and community partners; record of flyers posted on website

#### **Summative Evaluation**

Meet Performance Indicators for District

## **Project Managers**

Deputy Superintendent, Assistant Superintendents, Principals, Director of Communications, Director of Community Outreach and Drop Out Prevention, Director of Special Education, Director of Federal Programs, Coordinator of Guidance and Counseling, Mental Health Specialist

## **Goal 5: SAFE SCHOOLS**

*CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.*

### **Performance Objective 5.1 – Implement Safe Schools Plan**

#### **STRATEGY DESCRIPTION(S):**

- Maintain the CISD Safe Schools Committee and the Campus/Departmental Emergency Operations Team to review and make recommendations for the Safe Schools Plan.
- Maintain the District School Safety and Security Committee in order to regularly update the District multi-hazard emergency operations plan, along with making other school safety recommendations.
- Conduct a Safe Schools Audit on each campus and District facility every three years making recommendations for improvements, as required the Texas State School Safety Center.
- Expand the Standard Response Protocol to include the use of the following vocabulary used with first responders: Lockout, Lockdown, Evacuate, Shelter, and Hold.
- Update SafeSchools training plan to ensure key areas of employee and student safety are addressed.
- Maintain adequate mental health resources and referral network.
- Continue partnership with Montgomery County Emergency Management, Health Department, and the Conroe ISD Police Department.
- Expand District Threat Assessment procedures to the campus level using guiding information from the Texas State School Safety Center.

### **Performance Objective 5.2 – Provide Resources and Training for Safety and Security**

#### **STRATEGY DESCRIPTION(S):**

- Review and expand educational and support programs that involve student partnerships with campus staff and police officers, including programs on resistance to tobacco, alcohol, and other drugs.
- Provide training to staff, but not limited to, emergency operations, stop the bleed, threat assessment, C.R.A.S.E., metal detector use, FEMA incident command, and crisis prevention intervention.
- Montgomery County Office of Emergency Management Special Threat Response Plan in coordination Conroe ISD Police Department.
- Continue to promote KidChat and Anonymous Alerts to receive and react to information pertaining to school safety issues.
- Pilot Apps such as RAVE Panic button, to potentially enhance emergency communication on campuses.
- Provide Threat Assessment/Crisis Response Team training and support on campuses to teachers, counselors, and administration regarding potential crisis situations with students and staff.
- Provide staff training on the Standard Response Protocol.
- Provide access and training to administrators for the Emergency Response Information Portal where campus-based emergency plans, drill, and resources will be kept, maintained, and managed.
- Conduct fire, disaster, lock-downs, evacuation, reverse evacuation, table-top drills, intruder/active shooter drills, reunification and other emergency drills to ensure the effectiveness of Emergency Operations Plans at the District and campus level.
- Provide student/staff awareness programs in sexual abuse and dangers of drugs, alcohol, and tobacco.
- Continue to train staff in CPR and AED procedures.
- Provide WeatherSentry SmartPhone access and training to campuses for real-time weather monitoring and alerts.
- Provide professional development on a campus wide positive, proactive instructional approach to behavior through implementation of PBIS Foundations.

## Financial Resources

General Operating  
Capital Projects Fund  
Title IIA  
Title IV

## Additional Resources

Safe Schools Online, Dashboard, School Messenger, NOVA (National Organization of Victim Assistance), MSDS Online, Local Law Enforcement, Fire Departments, Offices of Emergency Management, County Health Department, Samuel McKay Everett Foundation, Montgomery County Crimestoppers, Texas School Safety Center, Texas Attorney General's Office, Kid Chat, Anonymous Alerts, SafePlans/ERIP.

## Monitoring Timeline Formative:

November, January Summative:  
July

## Formative Evaluation

CISD Emergency Operations Plan: procedures for weather, disaster, emergency; CISD Crisis Management Plan; Committee agendas and sign-in sheets; Results of Safe Schools Audits; Record of programs/presentations/trainings for students and staff; Quarterly reports of police activity and safety drills, Anonymous Alerts reports, and Campus Emergency Plan and Drill reports.

## Summative Evaluation

Meet Performance Indicators for District

## Project Managers

Deputy Superintendent, Assistant Superintendent for Secondary Schools, Assistant Superintendent for Operations, Assistant Superintendent for Elementary Schools, District Safety Coordinator, Chief of CISD Police, Safe Schools Committee, Guidance and Counseling Coordinator

## Goal 6: TECHNOLOGY

*CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.*

### Performance Objective 6.1 – Improve Teacher Effectiveness in Instruction Technology

#### STRATEGY DESCRIPTION(S):

- Collaborate with Social Studies department to integrate technology into World Cultures 6th grade curriculum.
- Work with 7th grade teachers and the campus technology teacher to increase student knowledge of Technology Applications TEKS based on pretest data.
- Increase student use of Canvas in grades 3-6 through staff development, modeling, and coaching.
- Work with teachers to design technology based small group and anchor station activities during Guided Math.
- Focus staff development on students creating digital products and promoting digital citizenship.
- Build capacity with campus technology teachers through feeder pattern collaborations.
- Increase enrollment and engagement in online Instructional Technology courses.

### Performance Objective 6.2 – Information Systems will improve operations to support additional users with existing staff

#### STRATEGY DESCRIPTION(S):

- Automate tasks wherever possible to limit manual efforts for our staff and user base.
- Be proactive to remove potential issues we see before they arise.
- Work with Region VI to improve processes around upcoming PEIMS changes.
- Increase the early use of Certify and OnDataSuite to improve data quality.
- Improve integration between applications such as between eSchool and Canvas.

## Performance Objective 6.3 – Network Services will improve student experience and overall network experience

### STRATEGY DESCRIPTION(S):

- Replace outdated iPads and begin student computer replacement
- Reduce the usage of VPN through the Single Sign-On
- Enhance wireless coverage for density in high traffic areas
- Establish redundant network connections at key locations to limit outages
- Establish web-based access for campuses to control door schedules and view cameras
- ViewIt analysis to streamline reports and pages for efficiency
- Configure internal and external systems to prevent security intrusions

### Financial Resources

General Operating Elementary & Secondary

Bond

E-Rate

Title I

Title II

Title III

Title IV

### Additional Resources

Principals, Campus plans, ViewIt, Eduphoria, Administrative Canvas course, District Staff Development Plan

### Monitoring Timeline

Formative: November, July

Summative: July

### Formative Evaluation

Records of professional development in technology Campus and District Technology Plans align with strategies District technology budget supports Technology Plans Review of Instructional Coach log Technology Leadership visits each campus to review their technology plans and usage

### Summative Evaluation

Support Tickets worked in Eduphoria and Canvas  
Staff Development Reports

### Project Manager(s):

Directors of Technology, Instructional Technology Coordinator, Director of Curriculum and Instruction, Principal

## Goal 7: Communication

*CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.*

### Performance Objective 7.1 – Effective Internal Communication

#### STRATEGY DESCRIPTION(S):

- Provide communications regarding District initiatives, programs, meetings, activities, operations, and leadership within and among all departments and schools through a variety of media. This includes the CISD website, newsletters, email

announcements, campus/District meetings, newspaper, radio, television, and social media.

- Title I campuses will provide CIPs, Family Engagement Policy, and parent notices to parents in English and Spanish.
- Conroe ISD will involve stakeholders in determining programs and activities needed to address the learning needs of students, staff, and community.
- To the extent possible, the district will make all communications, regardless of the medium, relating to student safety available in both English and Spanish.

## Performance Objective 7.2 – Effective External Communication

### **STRATEGY DESCRIPTION(S):**

- Provide factual, relevant information about District programs and initiatives to both the public and the District employees through a variety of media (print, website, newsletters, social media, campus meetings, social networks, etc.).
- Elicit comments, suggestions, and questions from parents/families/communities/businesses through CISD website, social media, and e-mail.

### **Financial Resources**

General Operating

Title I

Title II

### **Additional Resources**

Communications Specialist, Graphics & Printing Coordinator, Audio/Video Production Specialist, Marketing/Community Partnerships Specialist, Social Media, Campus Communicators & Webmasters, CISD Newcomers Centers, Translation services, Local Media, Technology, Stadium Advertising.

### **Monitoring Timeline**

Formative: November, January

Summative: July

### **Formative Evaluation**

Record of contact with media, press releases, and social media posts and data; Website information is current and accurate

### **Summative Evaluation**

Meet Performance Indicators for District

### **Project Manager**

Director of Communications

# Financial Resources

2019-2020 School Year

## SCE

Strategy	Activity	Funds Budgeted	FTE
Goal 1 Dropout Prevention, Strategy 5	General Education Teachers for At-Risk Students Campuses District SCE Indirect Cost	28,522,456	490.50
Goal 1 Dropout Prevention, Strategy 1, 5	Instructional Support for At-Risk Students	9,040,450	154.02
Goal 1 Dropout Prevention Strategy 1	Academic Tutorials for At-Risk Students	451,288	8.21
Goal 1 Dropout Prevention Strategy 4	Parent Education Specialist	67,863	1.00
Goal 1 Dropout Prevention Strategy 6	District At-Risk Instructional Coaches	361,565	9.00
Goal 1 Dropout Prevention Strategy 1	Instructional Materials for At-Risk Students	215,867	0.00
Goal 1 Dropout Prevention Strategy 1	Tutorial Transportation for At-Risk Students	3,500	0.00
	<b>TOTAL SCE</b>	<b>38,662,989</b>	<b>662.73</b>

## TITLE I

Strategy	Activity	Funds Budgeted	FTE
Goal 1 At-Risk and Dropout Prevention Strategy 6	Instructional Coaches and Support	524,469	7.65
Goal 1 Fiscal Responsibility Strategy 4	Program Administration Administrator (85%) and Secretary (75%)	141,879	1.55
Goal 1 At-Risk and Dropout Prevention Strategy 4	Homeless Support Paraprofessional	8,595	0.16
Goal 1 At-Risk and Dropout Prevention Strategy 3	PASS Overage Initiative Support	209,652	3.00
Goal 1 At-Risk and Dropout Prevention Strategy 4	HR Title I Certifications Paraprofessional (33%) and Legal Fees	44,658	0.33
Goal 1 At-Risk and Dropout Prevention Strategy 5	Private School Title I ELA Teacher for At-Risk PT	16,000	0.40
Goal 1 At-Risk and Dropout Prevention Strategy 1	Summer School Materials, Extra Duty and Transportation	43,333	0.79
Goal 1 At-Risk and Dropout Prevention Strategy 4	Family Engagement Materials and Extra Duty	75,712	0.01
	<b>TOTAL Title I</b>	<b>1,064,298</b>	<b>13.89</b>



## TITLE IC

Strategy	Activity	Funds Budgeted	FTE
Goal 1 At-Risk and Dropout Prevention Strategy 4	Migrant Program Extra Duty and Mileage	16,481	0.00
	<b>TOTAL Title IC</b>	16,481	0.00

## TITLE ID

Strategy	Activity	Funds Budgeted	FTE
Goal 1 At-Risk and Dropout Prevention Strategy 4	Juvenile Delinquent Instructional Materials and Extra Duty	167,057	0.50
	<b>TOTAL Title ID</b>	167,057	0.50

## TITLE IIA

Strategy	Activity	Funds Budgeted	FTE
Goal 1 At-Risk and Dropout Prevention Strategy 6	Program Administration Administrator (15%) and Secretaries (25%)	62,097	1.15
Goal 1 Math Strategy 1	Math Coaches	119,244	1.35
Goal 1 Science Strategy 1	Science Coaches	86,497	1.00
Goal 1 Science Strategy 1	Robotics Coach	35,000	0.50
Goal 3 Staff Development Strategy 5	Pre-K/K Instructional Coach	44,145	0.50
Goal 1 Reading/ELA Strategy 5	Secondary ELA Instructional Coach	79,461	1.00
Goal 1 Dropout Prevention Strategy 6	Private Schools Staff Development	16,000	0.00
Goal 1 At-Risk Dyslexia Strategy 1	Dyslexia Staff Development	20,000	0.06
Goal 3 Staff Development Strategy 2	Early Childhood Staff Development	20,000	0.05
Goal 1 Reading/ELA Strategy 5	Elementary Language Arts Staff Development	66,000	0.28
Goal 3 Recruitment Strategy 6	Fine Arts Staff Development	22,000	0.02
Goal 1 Reading/ELA Strategy 8	Foreign Language Staff Development	8,000	0.00
Goal 3 Recruitment Strategy 1	Human Resources	36,000	0.01
Goal 3 Staff Development Strategy 2	Leadership Development	50,000	0.00
Goal 1 Math Strategy 2	Elementary Math Staff Development	40,000	0.05
Goal 1 Math Strategy 3	Secondary Math Staff Development	40,000	0.05
Goal 3 Staff Development Strategy 1	Novice Teacher Academy Staff Development	10,000	0.00
Goal 1 Physical Education Strategy 1	Physical Education Staff Development	12,500	0.01
Goal 5 Safe Schools Strategy 1	Safety Staff Development	4,500	0.00
Goal 1 Science Strategy 1	Science Staff Development	45,000	0.00
Goal 1 Reading/ELA Strategy 5	Secondary Language Arts Staff Development	40,000	0.06

<b>Strategy</b>	<b>Activity</b>	<b>Funds Budgeted</b>	<b>FTE</b>
Goal 1 Social Studies Strategy 1	Social Studies Staff Development	57,500	0.10
Goal 1 At-Risk and Dropout Prevention Strategy 9	Curriculum Staff Development	198,748	0.10
Goal 1 Reading/ELA Strategy 7	Response to Intervention	50,000	0.03
	<b>TOTAL Title II</b>	<b>1,162,692</b>	<b>6.32</b>

TITLE III EL

<b>Strategy</b>	<b>Activity</b>	<b>Funds Budgeted</b>	<b>FTE</b>
Goal 1 Bilingual/ESL Program Strategy 1	Instructional Materials, Instructional Support for Dual Language Paraprofessional, and Extra Duty	161,255	1.27
Goal 1 Bilingual/ESL Program Strategy 5	Newcomer Social Worker and Instructional Support for Newcomer Program	164,014	4.67
Goal 1 Bilingual/ESL Program Strategy 1, 2, 3, 4	Staff Development Materials and Contracted Services	45,413	0.00
Goal 1 Dropout Prevention Strategy 1	Summer School	159,398	0.16
Fiscal Responsibility Strategy 4	Program Administration Secretary and Materials	16,680	0.25
	<b>TOTAL Title III EL</b>	<b>546,760</b>	<b>6.35</b>

TITLE IV

<b>Strategy</b>	<b>Activity</b>	<b>Funds Budgeted</b>	<b>FTE</b>
Goal 1 Gifted and Talented Programs Strategy 2, 3, 4, 5	Instructional Coach, Staff Development and Materials	186,962	2.00
Goal 1 Gifted & Talented Programs Strategy 2, 3, 4, 5	GT Instructional Coach, Materials and Staff Development	79,000	1.00
Goal 4 Parents and Community Strategy 1, 2, 9 Provide Resources and Training for Safety and Security Strategy 2	Safe and Healthy Students Staff Development and Materials	91,660	0.00
Goal 6 Technology Strategy 5, 6	Innovative Technology Materials	188,474	0.00
Goal 1 At-Risk and Dropout Prevention Professional Practices Strategy 5	Private Schools Staff Development	8,500	0.00
Goal 1 At-Risk and Dropout Prevention Strategy 1	Summer School Extra Duty & Materials	2,914	0.00
	<b>TOTAL Title IV</b>	<b>557,510</b>	<b>3.00</b>