

# **Coleman Independent School District**

## **District Improvement Plan**

**2022-2023**



# Mission Statement

The mission of Coleman ISD is to promote the greatest level of academic achievement within a learning environment that fosters positive growth in social and economic behaviors and to develop positive attitudes about self and school.

## Vision

We dedicate ourselves and our resources to ensuring that all students will be future ready, having learned and attained their greatest possible educational potential.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographic Summary

At 800 students, Coleman ISD is a 2A district serving students in grades PreK through 12. Coleman ISD is located in Coleman County covering 455 miles and is located in the heart of Texas, close to Abilene, Brownwood and San Angelo. The ethnic breakdown is 26.3% Hispanic, 67.8% White, 1.6% African American, 3.3% Two or more races, and 0.1% American Indian. Of the 713 students, 59.6% students are eligible to receive free or reduced meals; 16.4% receive Special Education services; 2.0% receive EL services; 2.3% receive GT services; 41.7% are at-risk; 14.5% Mobility and 33.3% Career and Technical Education.

High School: 207 students

Junior High: 241 students

Elementary: 352 students

### Demographics Strengths

Graduates enrolled in Texas Institution of Higher Education has increased and is higher than the state and region average.

Student/Teacher Ratios are favorable for students.

Serving Diverse Student Groups by Differentiating Instruction to meet student needs.

Use of Inclusion to close learning gaps.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Continued focus and attention on At-Risk population

**Problem Statement 2:** Continues need for EL instructors that are ESL certified. **Root Cause:** Turnover of staff

**Problem Statement 3:** There is a need to actively recruit high quality teachers throughout the district. **Root Cause:** Lack of applicants throughout the state in rural areas.

# Student Achievement

## Student Achievement Summary

### Coleman ISD Accountability Rating Summary 2021-2022

	Component Score	Scaled Score	Rating
Overall		84	B
Student Achievement		80	B
STAAR Performance	47	79	
College, Career and Military Readiness	59	89	
Graduation Rate	90.1	65	
School Progress		86	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 59.6%)	53	86	B
Closing the Gaps	57	78	C

Coleman ISD earned an overall "B" rating under the A-F accountability system.

Coleman ISD uses a number of methods to disaggregate and analyze data. Campuses use benchmarks to conduct progress monitoring for struggling students. The District also uses Eduphoria to analyze campus benchmark assessments.

### **Student Achievement Strengths**

Flexible RTI programs which are continually being coordinated and implemented to meet the needs of our students.

Implementation of new software for use with students

Data analysis using TAPR and local benchmarking to make teachers more aware of student weaknesses so they can better help students.

Smaller class sizes- student/teacher ratio

Improvements have been made in 3rd, 5th, 6th, 7th, and 8th Reading STAAR scores.

Using TEKS Resource System as our curriculum to improve instruction

Multiple student awards and honors

Student Leadership - Family, Career, and Community Leaders of America (FCCLA)

Coleman ISD identifies the importance of a well-rounded education. Our students have shown great success or improvement in the following: UIL Academics, Athletics, FFA, One Act, and Band.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Students need to move from Approaches to Meets and Meets to Mastered

# District Culture and Climate

## District Culture and Climate Summary

School culture and climate was addressed in the form of staff, student, and parent surveys. The data obtained from these surveys, combined with data obtained from Principal walkthroughs, Parent meetings, and feedback data, provided CISD with the tools to assess and evaluate differing perspectives of the school system and process.

The elementary and junior high school campus focus on the development of strong character traits and decision-making.

At the junior high and high school campuses behavioral expectations in order to provide maximum learning opportunities in the classroom setting. Both campuses have a high level of participation in extra-curricular activities.

## District Culture and Climate Strengths

Strong administration and administrative support

High quality instruction by highly qualified teachers

Differentiated teaching

Well maintained facilities

Adequate amount of technology and training

Instructional Resources

Positive, active learning environment

Teachers and community feel safe

Positive climate

Positive student/teacher rapport

Character Programs

Maintaining a safe and secure learning environment.

- weekly door sweep audits will be administered for safety measures

-single access points are established for all visitors for safety measures

-Raptor Software is used at all campuses

- Substitute safety training



**Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1:** Provide more meaningful parental involvement opportunities

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited

Staff morale must remain high, especially in these difficult economic times, staff reduction, and increased work load

Mentoring and new teacher training are vital to developing high quality staff

Staff development must be meaningful and purposeful

## Staff Quality, Recruitment, and Retention Strengths

Highly Trained staff

Immediate feedback for Administrators from walkthroughs and TTESS

High Quality Staff Development activities

New teacher training and mentoring

All teachers certified

Low student to teacher ratio

Teacher Retention Stipends

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

**Problem Statement 1:** Recruiting highly qualified teachers

**Problem Statement 2:** Maintain high quality staff

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Maintaining a high-quality curriculum with sufficient depth and rigor to prepare students for STAAR, EOC, and their future.

Developing and maintaining a valid testing schedule to provide data for remediation

Providing high quality staff development

Maintaining curricular alignment

Students who are unsuccessful are identified early and provided targeted intervention opportunities. The district uses Eduphoria to disaggregate the data. The data is used by the classroom teachers, region center, and administrators to address the needs of individual students and to help support teachers.

## Curriculum, Instruction, and Assessment Strengths

Adopted curriculum currently meet the rigor required by TEKS and College Readiness

Cross-curricular alignment of written, taught, and tested area

Proactive use of data from benchmark and checkpoint tests

Integration of technology

RTI model is being increasingly used

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

**Problem Statement 1:** Regular scheduling of vertical and grade level meetings

**Problem Statement 2:** Ensuring teachers utilize the curriculum to the fullest.

**Problem Statement 3:** Differentiate teaching to meet the needs of all students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Improved job of providing pertinent information available for parents

Continue to make use of technology to communicate (School website, Parent Link, Dojo, Remind 101, Team Reach, Facebook)

Educate community about accessibility of information

Annual Dyslexia and Donuts Meeting, Gifted and Talented Meetings, Title 1 Meetings, SHAC Meetings

Field Trips, Parent Informational Meetings, Book Fairs, Booster Clubs, Career Day, Health Fair, Safety and Security Meetings, Family Nights, ACE Events, Kindergarten Roundup, and Coleman Education Foundation

Coleman USD has numerous opportunities for parents to be involved in all aspects of the educational process. Each campus has a SBDM Committee which includes parents, community members, and business members.

## Parent and Community Engagement Strengths

Parent access to grades, calendar, lunch menu online

Parent Link, Facebook, CISD website, Dojo, Remind 101, Team Reach, and newspaper to keep parents informed about vital school announcements

Campus and District Improvement Committees

School Health Advisory Council

CISD homepage Calendar of events posted on website

Parents involved in site-based decision making committees-parents are given many opportunities to participate

Parent volunteers (book fairs, school parties, chaperones on fieldtrips, sports, concession stand)

School and community rapport

Parents willing to participate in school activities when asked

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Greater opportunity for parental input and involvement

**Problem Statement 2:** More effective means of two way communication between home and school

# District Context and Organization

## District Context and Organization Summary

Coleman ISD receives state, local, and federal funding including Title I, II-A, III, IV, Carl Perkins, Cares ESSER, ESSER II, ESSER III, RLIS, and IDEA-B

Coleman ISD received the state's highest financial integrity rating.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th Grade. CISD staff includes teachers, paraprofessionals, professional support, campus administration, central administrative staff, and auxiliary staff.

The District and Campus Advisory Committees meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business, and community members.

District and campus information is disseminated through multiple sources such as the CISD website, Blackboard, and social media. The Ascender Portal is available for families to view grades, assignments, and attendance.

## District Context and Organization Strengths

Communication with parents and community shared via varied sources.

Superior rating in the Financial Integrity Rating System of Texas.

## Problem Statements Identifying District Context and Organization Needs

**Problem Statement 1:** Increase communication from the classroom to home in ways that assist the parent in supporting a student's learning.

# Technology

## Technology Summary

The technology department collaborates with each campus to provide sound operational and instructional systems in order to support the academic development of all children. Our continual goal is to increase and upgrade the district's technology infrastructure, equipment, and instruction to increase student achievement for each campus and department.

Teachers 1:1

Students 1:1

Touch Screen Promethean Boards

Document Cameras

Wireless Internet

## Technology Strengths

Teachers and students have great technology access

District is utilizing programs to improve student achievement.

District website available for keeping CISD information, forms, policies

Robust network, including fiber connectivity

1:1 laptops for students all students and teachers

Diligent technology department responding quickly to all workorders

Wireless access points district-wide

Google classroom is used as a Learning Management system

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Training is needed on some software.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data
- Homeless 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Communications data

# Goals

Revised/Approved: June 19, 2023

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** CISD will exceed state and national (where applicable) standards/averages for all student groups in student achievement and progress.

**Evaluation Data Sources:** Assessment results for each of the identified assessments will be compared with longitudinal historical results in addition to state and national data to measure increases.

**Summative Evaluation:** Significant progress made toward meeting Objective

## Strategy 1 Details

**Strategy 1:** Coleman ISD will use ESSA funding to pay the salaries of staff members that will help improve academic areas in reading and science.

**Strategy's Expected Result/Impact:** The extra support will help us close students gap and improve testing scores.

**Staff Responsible for Monitoring:** Principals

**Title I:**  
2.4

## Strategy 2 Details

**Strategy 2:** Provide supplemental resources, professional development, and/or intervention opportunities to improve the academic of all students, ensure that all children receive high quality education and close achievement gaps in reading, writing, math, and science, including that of students in special populations .

**Strategy's Expected Result/Impact:** improved scores on district, state, and national assessments.

**Staff Responsible for Monitoring:** Campus Principals

## Strategy 3 Details

**Strategy 3:** Monitor the fidelity of implementation of academic and behavioral interventions (RTI) and credit recovery opportunities for at-risk students to increase graduation/competition rates. Monitor and reduce the overuse of discipline practices that remove students from the classroom.

**Strategy's Expected Result/Impact:** increased graduation rates, reduction in disciplinary referrals, decrease in district drop-out percentage

**Staff Responsible for Monitoring:** campus principals  
Director of Special Programs

**Strategy 4 Details**

**Strategy 4:** Support, coordinate, and integrate services with early childhood programs, including plans for the transition of participants in such programs to kindergarten

**Strategy's Expected Result/Impact:** Increased parent awareness of early intervention services.

Increased numbers of special education students included in regular education classrooms

**Staff Responsible for Monitoring:** Special Education COOP

**Strategy 5 Details**

**Strategy 5:** Refine CTE Programs of Study - align industry-based certifications to CTE courses/programs of study , align work-based learning opportunities to CTE courses/ programs of study, and increase awareness of CTE Programs of Study

**Strategy's Expected Result/Impact:** Implementation, Alignment, and increased awareness

**Staff Responsible for Monitoring:** CTE Teachers, High School Principal, and Counselor

**Strategy 6 Details**

**Strategy 6:** Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention, and recovery program protocols and the use of alternative online-based learning environments and mentoring.

**Strategy's Expected Result/Impact:** reduced dropouts, increased graduation and completion rates

**Staff Responsible for Monitoring:** High school principal and counselor

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** The percent of students in special programs scoring at each of the Approaches, Meets, and Masters Grade Level on STAAR will increase over the previous year.

**Evaluation Data Sources:** STAAR Reports from TEA

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to work towards alignment, lesson planning, and rigor.

Strategy 1 Details
<p><b>Strategy 1:</b> Provide supplemental resources, professional development, and or intervention opportunities to improve academic performance of students to close the achievement gaps in reading, writing, science, math, and social studies, including students in special populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved scores on district, state, and national assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers.</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Provide resources, tutorials, mentoring, and progress/attendance monitoring for homeless students to increase student achievement and graduation rates. Support the enrollment, attendance, and success of homeless children and youth.</p> <p><b>Strategy's Expected Result/Impact:</b> increased attendance, graduation rates, and decreased drop-out rates</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Provide effective professional development and resources for staff for English Learners to : improve the instructional and assessment, enhance understanding of curricula/assessment and instructional strategies, increase EL's proficiency</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show improvement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Special Programs</p>

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** Technology will be utilized in the classrooms throughout the district to engage students in appropriate lesson activities, and to teach 21st Century skills, such as critical thinking, collaboration, communication, and creativity.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details
<p><b>Strategy 1:</b> Technology will be expanded and utilized to all grade levels from Early Childhood through 12th grade</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have one to one access with technology</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Principals, District leaders, Technology department</p> <p><b>Title I:</b> 2.5</p>

**Goal 1:** All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** In 2022-2023 Coleman ISD State Compensatory Education funds will be used to improve or accelerate student performance on STAAR and EOC assessments.

**HB3 Goal**

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to use tutorials and ways to close learning gaps.

Strategy 1 Details
<p><b>Strategy 1:</b> CISD will use funds for instruction to help close gaps of students who are at-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Scores will improve for our at-risk student population.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principals, District leaders</p> <p><b>Title I:</b> 2.5</p>

**Goal 2:** CISD will increase awareness, interest, and involvement in the education of students by encouraging the cooperative efforts of staff, parents, and community to develop school spirit and community pride at Coleman ISD.

**Performance Objective 1:** In 2022-2023 the district will communicate with parents and community members through written, electronic and face to face contacts each six weeks.

**Evaluation Data Sources:** Sign in sheets, Agendas, and Communication Documentation

Strategy 1 Details
<p><b>Strategy 1:</b> Parentlink, School Website, Facebook, Dojo Messages, and Coleman Today will be used to post or communicate information regularly for parents and community members to keep everyone updated on all things Coleman ISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and Community members will know what is going on at Coleman ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals and District Leaders</p> <p><b>Title I:</b> 4.2</p>



**Goal 2:** CISD will increase awareness, interest, and involvement in the education of students by encouraging the cooperative efforts of staff, parents, and community to develop school spirit and community pride at Coleman ISD.

**Performance Objective 2:** The district will provide multiple opportunities for parent and teacher communication and for parental involvement in the education of their children.

Strategy 1 Details
<p><b>Strategy 1:</b> Coleman Elementary teachers will have a conference with parents to discuss their child's progress. Multiple times and opportunities will be available to ensure parents have options and times available to make the conference.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will meet with their child's teacher and discuss what their child's strengths and weaknesses are and ways to help them.</p> <p><b>Staff Responsible for Monitoring:</b> Campus principals and teachers</p> <p><b>Title I:</b> 4.2</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Parents, teachers, and students will receive information on suicide prevention, harassment, bullying, dating violence, sexual abuse, sex trafficking, and other maltreatment of children throughout the school year by having access to plans, resources, and district wide programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents, teachers, and students will gain more awareness and training.</p> <p><b>Staff Responsible for Monitoring:</b> District Leaders</p>

**Goal 3:** CISD will provide high-quality, on-going staff development to maintain 100% of classes taught by highly qualified teachers in core academic subject areas.

**Performance Objective 1:** All teachers will be provided staff development opportunities based on their current teaching assignment, available technology, and designated needs throughout the 2022-2023 school year.

**Evaluation Data Sources:** Documentation of Professional Development

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Region 15 will host an Eduphoria training for teachers in our district. <b>Strategy's Expected Result/Impact:</b> Teachers will understand how to utilize Eduphoria when making lesson plans. <b>Staff Responsible for Monitoring:</b> Teachers and Campus Principals</p> <p><b>Title I:</b> 2.5</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> All teachers will be assigned all statutory professional development through our Eduhero software. <b>Strategy's Expected Result/Impact:</b> All school staff will complete the mandatory professional development required by the state. <b>Staff Responsible for Monitoring:</b> District Leaders</p>

**Goal 4:** CISD will actively support the emotional well-being and safety of all learners.

**Performance Objective 1:** Safety and security will be a priority for students and faculty 100% of the time.

**Evaluation Data Sources:** Agendas, sign in sheets, and drill documentation

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Teachers will go over the iloveyouguys.org safety plan during in-service. <b>Strategy's Expected Result/Impact:</b> Teachers will be aware of safety procedures and protocols <b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I:</b> 2.5</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Provide guidance for all staff and substitutes on emergency action plans. <b>Strategy's Expected Result/Impact:</b> All staff and students will be knowledge in drills and safety protocols. <b>Staff Responsible for Monitoring:</b> Campus principals</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> Strengthen external partnerships with mental health agencies to remove barriers for students and families to receive outside mental health support. <b>Strategy's Expected Result/Impact:</b> Number of students referred to outside mental health partners <b>Staff Responsible for Monitoring:</b> School Admin and counselors</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> CISD will update and review policies and professional development for bullying, suicide prevention, dating violence, trauma-informed care, and child abuse. <b>Strategy's Expected Result/Impact:</b> Staff will be trained and knowledgeable <b>Staff Responsible for Monitoring:</b> Safety Team</p>

**Goal 5:** CISD will prepare students for successful post-secondary opportunities by engaging them in college and career readiness activities.

**Performance Objective 1:** In 2022-2023, 80% of CISD students will attend a post-secondary educational setting.

**HB3 Goal**

**Evaluation Data Sources:** TAPR, Root-Ed Workforce Data

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Students will be given opportunities to take the ACT, SAT, TSI, ASVAB at CISD. <b>Strategy's Expected Result/Impact:</b> More students will take the test due to availability and funding. <b>Staff Responsible for Monitoring:</b> High School Principal and Counselor</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> CISD will have College and Career Day <b>Strategy's Expected Result/Impact:</b> CISD students will have the opportunity to learn about careers and college opportunities to help them focus on their future. <b>Staff Responsible for Monitoring:</b> Campus Leaders</p>
<b>Strategy 3 Details</b>
<p><b>Strategy 3:</b> RLIS Funds will be utilized to fund Root-ED Workforce CTE Program . <b>Strategy's Expected Result/Impact:</b> Students will help high school seniors in our rural school prepare for life after high school. The students are helped with scholarship searches, filling out their FASFA, applications, and more, Dedicated youth success advisors have been placed in the high school campus to provide resources and support for postsecondary and career opportunities. <b>Staff Responsible for Monitoring:</b> High School Principal, Counselor, and Superintendent.</p>
<b>Strategy 4 Details</b>
<p><b>Strategy 4:</b> CISD will facilitate effective transitions for student from junior high to high school and from high school to postsecondary education by coordinating with institutions of higher education, employers and other local partners. <b>Strategy's Expected Result/Impact:</b> CISD will have increased student access to early college high school /dual/concurrent enrollment opportunities and career counseling. <b>Staff Responsible for Monitoring:</b> Counselor</p>

**Goal 6:** CISD will maintain vital special population programs to increase performance on objectives set by both federal and state accountability systems.

**Performance Objective 1:** In 2022-2023, 100% of teachers will be provided with professional development targeting all student groups and special populations needs.

**HB3 Goal**

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will receive training on how to look at specific data to target students that are struggling with specific learning objectives specifically early childhood, mathematics, and college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be remediated based on the data from the assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leaders</p> <p><b>Title I:</b> 2.4</p>

**Goal 6:** CISD will maintain vital special population programs to increase performance on objectives set by both federal and state accountability systems.

**Performance Objective 2:** In 2022-2023 students in special populations will achieve a 10% increase in scores on state and other appropriate assessments.

**HB3 Goal**

**Evaluation Data Sources:** TAPR

Strategy 1 Details
<p><b>Strategy 1:</b> Teachers will look at the data and remediate students by closing their gaps in the content that show weaknesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will have improved test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Leaders</p> <p><b>Title I:</b> 2.4</p>

**Goal 7:** CISD will provide technology that is sound operational and instructional systems in order to support the academic development of all students a CISD.

**Performance Objective 1:** CISD will provide software and technology that will allow our students to close and learning that they might have obtained over the last few years due to COVID -19.

**HB3 Goal**

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> RLIS will be used to fund display boards for our classrooms. <b>Strategy's Expected Result/Impact:</b> The Display boards will help students access digital learning materials and collaborate with peers, and related training for teachers. <b>Staff Responsible for Monitoring:</b> Adminsitration</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> IXL, Reading Plus, Imagine Math are funded by ESSER III to help reduce learning loss. <b>Strategy's Expected Result/Impact:</b> The programs can monitor student progress and support struggling students. <b>Staff Responsible for Monitoring:</b> Teachers and Principals</p>

# State Compensatory



# Title I

## **1.1: Comprehensive Needs Assessment**

Please see TitleICrate for the following documentation.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please see TitleICrate for the following documentation.

## **2.2: Regular monitoring and revision**

Please see TitleICrate for the following documentation.

## **2.3: Available to parents and community in an understandable format and language**

Please see TitleICrate for the following documentation.

## **2.4: Opportunities for all children to meet State standards**

Please see TitleICrate for the following documentation.

## **2.5: Increased learning time and well-rounded education**

Please see TitleICrate for the following documentation.

## **2.6: Address needs of all students, particularly at-risk**

Please see TitleICrate for the following documentation.

## **3.1: Annually evaluate the schoolwide plan**

Please see TitleICrate for the following documentation.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see TitleICrate for the following documentation.

## **4.2: Offer flexible number of parent involvement meetings**

Please see TitleICrate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Young	Inclusion Support		
Cindy Jamison	Dyslexia Teacher	Dyslexia Intervention Program	
Haile Dela Rosa	Inclusion Support		
Jane Samons	Science Teacher	Area of Improvement	
Mary Griffiths	Inclusion Support		
Rena Croft	Inclusion Support		
Sarah Mason	Librarian	Reading Support and Improvement	
Trinity Brewster	Librarian	Reading Support and Improvement	
Vanessa Clark	Inclusion Support		