

Center Point Independent School District

District Improvement Plan

2018-2019

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Center Point Elementary School is located in the Center Point Independent School District in Center Point, Texas. Center Point is an urban community located near the Guadalupe River between the cities of Kerrville and Comfort, Texas. CPISD had a total of 594 students accross the district on the 16-17 TAPR Report. With Hispanic students at 54.2%, White students at 42.9% and 1.5% of the student body was African American. We were 76.4 economically disadvantaged, 20.5% English Language Leainers and 55.1% of our students were considered At-Risk.

Demographics Strengths

CPISD Strengths - Demographics

Student - Teacher ratio is below state average.

Diverse population

Be A Champion Meal Program

Latino Literacy Project

ESL Support Staff

Summer Meal Program

G/T pullout program

CPISD Needs- Demographics

Increased bilingual staff

Strategies to reach ELL students

Reading comprehension support for ELL students

Increased parent volunteers

Free lunch program for all students

Increased emphasis on attendance

More exposure to the community

Increase G/T identification

Problem Statements Identifying Demographics Needs

Problem Statement 1: ELL and economically disadvantaged students perform lower on all state assessments than white, non-economically disadvantaged students.

Student Achievement

Student Achievement Summary

STAAR Percent at Approaches Grade Level or Above

All Grades	2016	2017
All Subjects	78%	72%
Reading	77%	68%
Mathematics	79%	80%
Writing	72%	56%
Science	76%	69%
Social Studies	83%	77%

STAAR Percent at Meets Grade Level

All Grades	2016	2017
Two or More Subjects	32%	41%
Reading	35%	40%
Mathematics	29%	43%
Writing	30%	41%
Science	43%	43%

Social Studies	41%	47%
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STAAR Percent at Masters Grade Level

All Grades	2016	2017
All Subjects	10%	13%
Reading	9%	11%
Mathematics	11%	14%
Writing	*	12%
Science	10%	7%
Social Studies	19%	24%

Student Achievement Strengths

CPISD Strengths - Student Achievement

Benchmarks and unit exam results

Graduation rate is high

EOC scores above state average

Failure rate is low

Response to Intervention

Accelerated Reading program

PLC and departmental meetings

Guided Reading/Balanced Literacy at elementary

TEKS Resource System

CPISD Needs - Student Achievement

More Field Trips in CPISD community

Decrease performance gaps in ELL, economically disadvantaged and special education students compared to the district

Vertical vocabulary and spelling program

Student appropriate dictionaries

More students reaching the Masters performance level on STAAR

Intervention closer to state assessment dates

Peer mentoring

Progress Monitoring System

Increased technology professional development

District Culture and Climate

District Culture and Climate Summary

Center Point ISD provides a safe and secure environment that encourages and is conducive for high student achievement.

District Culture and Climate Strengths

CPISD Strengths - School Culture and Climate

Periodic 1 hour lunches for teachers

Consistent and reliable safety procedures

Respectful attitudes encouraged and enforced

Effective and consistent classroom management strategies

Latino Literacy Project

District-wide behavior calendars

Spanish elective for K-8th grade

Easy access to Strive in Eduphoria

Parental Involvement encouraged

Many district-wide community events

Inclusion model for Special Education students

CPISD Needs- School Culture and Climate

Increased Parental involvement

Teacher mentoring/ Instructional support teams

Quality assessments to ensure STAAR readiness

Peer Monitoring/ Tutoring Program

Language barriers between community and school personnel

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Center Point ISD has a low turnover rate. We partner with Schreiner University in accepting student teachers who need to complete program requirements. Student teachers are encouraged to apply within the district. In order to recruit staff for our district, the principals attend an annual job fair at the regional service center. New teachers to the district are given an extra day of in-service designed for new teachers to the district. In addition, new teachers are assigned a campus mentor and monitored closely by the campus principal. New teachers are recognized throughout the year by the CPISD Board of Trustees, the Superintendent and in newsletters and on the website.

Staff Quality, Recruitment, and Retention Strengths

CPISD Strengths - Staff Quality, Recruitment and Retention

Principals attend ESC 20 job fair

Low turnover

Staff included in decision making

Attendance stipend

Raises are given regularly

Student Teachers

Team building activities

Staff committees

Classroom autonomy

Diversity in experience

Student-Teacher Ratio

Paid day off for birthday

CPISD Needs- Staff Quality, Recruitment and Retention

Classroom management training

Support from special programs

Training for new staff

Increased teacher input on staff development

Housing at discounted rates

Free lunches and salad bar for staff

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CPISD utilizes the TEKS Resource System for our required curriculum. CPISD also provides and allows a plethora of supporting instructional materials. CPISD also uses Eduphoria to track unit exams, benchmarks and state testing. Teachers have access and are encouraged to view their student data on a regular basis. Teachers follow the "Year at a Glance" (YAG) document provided by TEKS Resource System to lay the instructional blueprint for the year. CPISD provides a wide array of ancillary materials to support classroom instruction. In addition, CPISD encourages teachers and faculty to think outside the box and challenge students thinking.

Curriculum, Instruction, and Assessment Strengths

CPISD Strengths - Curriculum, Instruction and Assessment

Common benchmark assessments

Blanaced Literacy implementation - elementary

Districtwide RTI

TEKS Resource System

Year at a Glance document in TEKS Resource

Accelarated Reading Program - K-8

Eduphoria

PLC meetings

Tutorials - before during and after school

Walkthroughs

CPISD Needs- Curriculum, Instruction and Assessment

Accurate assessments

SPED department access to Eduphoria

Technology training

Spiraled benchmarks

Writing program vertically consistent

Some Sub-groups are below state average

Alignment of Unit assessments for better horizontal/vertical alignment

Instructional support teams

Parent and Community Engagement

Parent and Community Engagement Summary

CPISD provides many opportunities throughout the year for parents and our community to come together in support of our students. We welcome and encourage parents and community members to be an active and integral part of the education process. We also provide time for parents and community members to be a part of our planning and goal setting committees to provide the best service possible to not only our students and families but also to the community as a whole.

Parent and Community Engagement Strengths

CPISD Strengths - Parent and Community Engagement

Bilingual forms

Homecoming Spectacular

Meet the Teacher Night

Open House

RTI/504 support

Translators at each campus

Volunteer programs

Latino Literacy Project

Community Christmas Tree

Canned Food Drive

End of the Year Awards

PAT meetings

6th and 9th grade orientation

Parent Portal

School Messaging Service

Remind Program

CPISD Needs- Parent and Community Engagement

Student Mentoring Program

GED Classes for parents and community members

Rosetta Stone for parents

Classes for Citizenship

Increased parental attendance

Increased community service projects

Additional phones for parent communication

Increased bilingual staff

Secondary PTA/PTO

More non-athletic events

Homework Nights

Adult ESL classes

District Context and Organization

District Context and Organization Summary

CPISD supports teaching and learning. We believe in removing all obstacles from the classroom so teachers can teach and students can learn. We provide staff development on an ongoing basis and encourage staff members to seek quality opportunities for growth and continuous learning. PLC and departmental meetings are held on a regular basis at all campuses and staff members are encouraged to be an integral part of all planning committees.

District Context and Organization Strengths

CPISD Strengths - School Context and Organizational Strengths

Response to Intervention

Newsletters

PLC and departmental meetings

Robotics

Parental Involvement

Student performances

Spanish elective

Parent relationships

Creative Scheduling

Engaging students

Setting expectations

Ability to diffuse situations

CPISD Needs- School Context and Organizational

UIL program improvement

Mentoring program for students

Increased teacher and staff input on policy decisions

Increased electives geared toward at-risk students

Early dismissal for seniors with enough credits

Increase after school programs

Basic Spanish for teachers

Telephones in classrooms

Technology

Technology Summary

CPISD believes in 21st century teaching and instruction. We are focused on providing high-level, next generation technology opportunities while keeping students safe and secure online. Our goal is to provide a wide range of opportunities to learn and use various types of technology in almost every aspect of the educational process.

Technology Strengths

CPISD Strengths - Technology

Administrative Support

Tech department updating software and hardware

Increased interactive whiteboards throughout the district

Increased iPads

Upgraded computers throughout the district

Student computers in each classroom

Two computer labs on each campus

Computers on Wheels for each campus

New technology personnel

Various online programs - math, reading, science, CTE, dual credit, remediation, music

Robotics program

Google Apps for Education

Video Conferencing and Virtual field trips

CPISD Needs- Technology

Update labs - weak wifi

Interactive whiteboards in all classrooms

iPad carts

iPad in each classroom

BYOD

Interactive Math program

Teach technology TEKS

Student only Wifi

Faster Internet

Parent technology training

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio

- Highly qualified 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
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 1: Administer TEKS Resource System assessments to determine STAAR/EOC readiness.

Evaluation Data Source(s) 1: Assessment results

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 2: Before, during and after school tutorials for students who do not meet unit assessment expectations.

Evaluation Data Source(s) 2: Unit assessment results

Summative Evaluation 2: Met Performance Objective

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

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 3: Staff development for STAAR and EOC preparation.

Evaluation Data Source(s) 3: Staff participation
State assessment results

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 4: Vertical and horizontal curriculum adjustments with increased emphasis on math, writing, science and reading classes at all levels.

Evaluation Data Source(s) 4: PLC, departmental, vertical and horizontal team meetings.

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 5: LIAG and TELPAS training.

Evaluation Data Source(s) 5: ESL student performance on Unit assessments, STAAR, TELPAS and EOC's

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 6: Use the RTI process to implement data-based interventions.

Evaluation Data Source(s) 6: Unit test results

Summative Evaluation 6: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 7: Staff development of ESL strategies to increase STAAR/EOC success.

Evaluation Data Source(s) 7: ESL student performance on STAAR/EOC

Summative Evaluation 7: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 1. Recruit, support, retain teachers and principals.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 8: Review prior year data for each student.

Evaluation Data Source(s) 8: Assessment results (state and unit)

Grades
Attendance

Summative Evaluation 8: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 1. Recruit, support, retain teachers and principals.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 9: Utilize software programs to identify student areas of need for each objective.

Evaluation Data Source(s) 9: STAAR/EOC results

Grades
Benchmarks
Unit Tests

Summative Evaluation 9: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 1. Recruit, support, retain teachers and principals.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 10: Parent meetings to review scores and discuss intervention.

Evaluation Data Source(s) 10: Folder reviews
STAAR/EOC results
Unit test results

Summative Evaluation 10: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools. 3. Connect high school to career and college.

Goal 1: CPISD students will exceed state minimum expectations on the State Assessment of Academic Readiness (STAAR) in math, reading, writing, English language arts (ELA), science and social studies assessments.

Performance Objective 11: STAAR/EOC classes for students who failed prior exams.

Evaluation Data Source(s) 11: STAAR/EOC results
Unit test results
Grades

Summative Evaluation 11: Met Performance Objective

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

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 1: Campuses will recognize and reward students with perfect attendance.

Evaluation Data Source(s) 1: Daily, weekly and yearly attendance reports

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 2: PEIMS clerk will keep database of attendance rate to provide documentation for monitoring attendance.

Evaluation Data Source(s) 2: Six weeks reports

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 3: Students with excessive absences and trancies will be placed on a Behavior Improvement Plan (BIP), prior to charges being filed with the J.P.

Evaluation Data Source(s) 3: Weekly reports

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 4: Parent will be notified through mail-outs and phone calls on number of absences to increase awareness.

Evaluation Data Source(s) 4: Three week progress reports

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 5:

Campus secretaries will contact parents of absent students each day when a phone call is not received notifying the office about the absence.

Evaluation Data Source(s) 5: End of the Year attendance percentage

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 6:

Semester and final examination exemptions for seniors with limited absences.

Evaluation Data Source(s) 6: Number of exemptions at the end of each semester.

Summative Evaluation 6: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Goal 2: Student attendance will meet or exceed the state average by 1%.

Performance Objective 7:

Parents will be informed about Texas Grade Book Alerts that can give email notification when a defined number of absences is accrued

Evaluation Data Source(s) 7: Texas Grade Book usage report

Summative Evaluation 7: Met Performance Objective

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 1: Career counseling for all students.

Evaluation Data Source(s) 1: Regular contact with students

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 2: Required guidance counseling for all students assigned to ISS and/or DAEP

Evaluation Data Source(s) 2: Number of counseling sessions

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 3: College Night for parents and students.

Evaluation Data Source(s) 3: College Night attendance

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 4: College and vocational field trips

Evaluation Data Source(s) 4: Number of participants

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 5: Online Learning Lab

Evaluation Data Source(s) 5: Number of credits recovered

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 6: Graduation plans for all secondary students.

Evaluation Data Source(s) 6: Semester evaluations of plans with students.

Summative Evaluation 6: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 7: Follow coherent Sequencing Plans for High School.

Evaluation Data Source(s) 7: Student reports

Summative Evaluation 7: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 8: College and Tech School application help for seniors.

Evaluation Data Source(s) 8: Number of complete applications

Summative Evaluation 8: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 9: Pre Enrollment to determine areas of interest in elective courses.

Evaluation Data Source(s) 9: Number of students enrolled

Summative Evaluation 9: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 10: Alternative options for graduation.

Evaluation Data Source(s) 10: Number of students enrolled.

Summative Evaluation 10: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 11: Continue using “Worth the Wait” curriculum in 8th grade PE classes.

Evaluation Data Source(s) 11: Reduce teen pregnancy that promotes drop outs

Summative Evaluation 11: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 12: College Days at elementary.

Evaluation Data Source(s) 12: Number of students enrolling in college

Summative Evaluation 12: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 13: Continue to provide tutoring opportunities so all students may benefit.

Evaluation Data Source(s) 13: Grades
Participants

Summative Evaluation 13: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 14: Saturday School

Evaluation Data Source(s) 14: STAAR results
Attendance rates

Summative Evaluation 14: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 15:

Continue to add vocational opportunities and areas for industry certification.

Evaluation Data Source(s) 15: Increase in students graduating with industry certification

Summative Evaluation 15: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 16: Speakers from vocational school and community colleges.

Evaluation Data Source(s) 16: Increase in students interests in attending community colleges and/or vocational schools

Summative Evaluation 16: Met Performance Objective

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 17: College Initiative Month

Evaluation Data Source(s) 17: Student participation

Summative Evaluation 17: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 18: Increase in students interests in attending community colleges and/or vocational schools

Evaluation Data Source(s) 18: Student participation

Summative Evaluation 18: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 3: The district dropout rate will be at or below the state standard of 1% or less.

Performance Objective 19: Parent meetings

Evaluation Data Source(s) 19: Number of meetings

Summative Evaluation 19: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 1: ACT/SAT online registration guidance.

Evaluation Data Source(s) 1: Number of participants

Summative Evaluation 1: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 2: Encourage students to take the PSAT in grade 10 and 11 and to take SAT and/or ACT in spring of junior year and again in the fall of senior year if needed, not just for college entrance but for scholarships as well.

Evaluation Data Source(s) 2: Number of participants

Summative Evaluation 2: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 3: Communicate fee waivers to all students with a focus on economically disadvantaged.

Evaluation Data Source(s) 3: Number of participants
Number of waived fees

Summative Evaluation 3: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 4: Meet with students prior to taking SAT/ACT to insure student preparation.

Evaluation Data Source(s) 4: Number of participants in meeting

Summative Evaluation 4: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 5: Meet with students individually on a yearly basis to discuss post-secondary plans and decisions.

Evaluation Data Source(s) 5: Validation of student interviews

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 6: Teachers reinforce SAT vocabulary in grades 9-12, with emphasis and word list/study guide provided in grade 11.

Evaluation Data Source(s) 6: SAT scores

Summative Evaluation 6: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 7: Go Texas Week Activities

Evaluation Data Source(s) 7: Number of participants

Summative Evaluation 7: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 8: Promote an SAT/ACT test-taking culture, with high school teachers in applicable subject areas encouraging students to prepare for and take the tests

Evaluation Data Source(s) 8: List of classroom activities related to SAT/ACT

Summative Evaluation 8: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 9: Provide systematic and targeted practice for ACT/SAT.

Evaluation Data Source(s) 9: SAT/ACT scores

Summative Evaluation 9: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 10: Individual meetings with counselor regarding PSAT results.

Evaluation Data Source(s) 10: Number of students taking SAT/ACT

Summative Evaluation 10: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 4: The district will strive to meet or exceed the state criterion for SAT/ACT testing.

Performance Objective 11: SAT School Day Program

Evaluation Data Source(s) 11: Number of students taking the SAT

Summative Evaluation 11: Met Performance Objective

TEA Priorities: 3. Connect high school to career and college.

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 1: Present programs to students that focus on being drug/alcohol free.

Evaluation Data Source(s) 1: Student attendance at assemblies

Summative Evaluation 1: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 2: Canine Detection Service

Evaluation Data Source(s) 2: Regular unannounced visits
Number of students testing positive

Summative Evaluation 2: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 3: Continue DAEP service in District. Share with other districts as feasible.

Evaluation Data Source(s) 3: Quality education for DAEP students

Summative Evaluation 3: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 4: Non-Violent Crisis Intervention classes

Evaluation Data Source(s) 4: Reduce the number of restraints
Increase staff awareness

Summative Evaluation 4: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 5: Provide training to staff to increase awareness of sexual abuse of children.

Evaluation Data Source(s) 5: Increased staff awareness

Summative Evaluation 5: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 6: Provide training to students to increase awareness and help to prevent bullying.

Evaluation Data Source(s) 6: Decrease in bullying incidents

Summative Evaluation 6: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 7: CPI training for certain staff

Evaluation Data Source(s) 7: Number of staff trained
Number of incidents

Summative Evaluation 7: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 8: Update Emergency Operation Plan (EOP) as needed.

Evaluation Data Source(s) 8: Completed Plan

Summative Evaluation 8: Met Performance Objective

Goal 5: The district will continue to provide a safe and orderly school climate which is conducive to learning.

Performance Objective 9: Maintain current security cameras and add more as needed.

Evaluation Data Source(s) 9: Secure pricing and plan

Summative Evaluation 9: Met Performance Objective

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 1: Use marquees to highlight campus and district events and school spotlights.

Evaluation Data Source(s) 1: Increased distribution of information
Increased parental/community attendance and awareness

Summative Evaluation 1: Met Performance Objective

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 2: Use of Remind and Gabbart Communications to effectively communicate with parents, staff and students for academic, extracurricular and emergency notifications.

Evaluation Data Source(s) 2: Improved communication

Summative Evaluation 2: Met Performance Objective

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 3: Increase positive communication to parents and students.

Evaluation Data Source(s) 3: Positive interactions with parents and students

Decreased office referrals

Increased positive climate

Summative Evaluation 3:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 4: Submit Local newspaper articles in Kerrville Daily Times, Community Journal, etc.

Evaluation Data Source(s) 4: Increased distribution of information

Increased positive climate

Summative Evaluation 4:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 5: Distribute newsletters to parents and community members, via email and website.

Evaluation Data Source(s) 5: Increased distribution of information

Increased positive climate

Increased awareness

Summative Evaluation 5:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 6: Continue CPISD web page with current information.

Evaluation Data Source(s) 6: Increased distribution of information

Increased positive climate

Increased awareness

Summative Evaluation 6:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 7: Continue with PAT meetings, Open House, Science Night, Book Fair Night, Booster Clubs, ESL meetings, Booster club meetings, FFA banquet, CPHS Sports banquet

Evaluation Data Source(s) 7: Increased positive climate

Increased parental community involvement

Increase opportunities to showcase student achievements

Summative Evaluation 7:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 8: Involve Community Service Groups such as Ladies Auxiliary, Veterans, Lions Club, Alliance for Progress to Assist with School Activities.

Evaluation Data Source(s) 8: Increased number of groups supporting activities

Increased positive climate

Summative Evaluation 8:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 9: Make school facilities available for community use.

Evaluation Data Source(s) 9: Positive school culture and climate

Positive relationships with the community and parents

Summative Evaluation 9:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 10: Provide meeting information in Spanish to encourage involvement of LEP parents.

Evaluation Data Source(s) 10: Increased parental/community awareness

Positive school culture and climate

Positive relationships with the community and parents

Summative Evaluation 10:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 11: Continue offering community Ed classes and explore the idea of adding parental English, GED, citizenship, CPR, technology and safety courses.

Evaluation Data Source(s) 11: Increased parental/community awareness and education

Positive school culture and climate

Positive relationships with the community and parents

Summative Evaluation 11:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 12: Continue to offer summer sports and conditioning camps.

Evaluation Data Source(s) 12: Positive school culture and climate

Positive relationships with the community and parents

Summative Evaluation 12:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 13: Continue to offer Parents Night at high school athletic events.

Alumni games/events

Black out games, pink out, etc

Evaluation Data Source(s) 13: Positive school culture and climate
Positive relationships with the community and parents

Summative Evaluation 13:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 14: Annual Homecoming School Spectacular Event

Evaluation Data Source(s) 14: Positive school culture and climate
Positive relationships with the community and parents

Summative Evaluation 14:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 15: Continue Annual Veterans' Day Program.

Evaluation Data Source(s) 15: Positive school culture and climate
Positive relationships with the community and parents
Increased participation

Summative Evaluation 15:

Goal 6: The district will continue to increase parent/community involvement at all campuses.

Performance Objective 16: Explore, discuss and plan some of the following for the 19-20 school year:

Art Shows
Math and Reading Parent Nights
6 weeks award ceremonies
Pirate Walk-a-thon
Halloween Festival - HS circle
Monthly newsletters
Foster a senior citizen home
Additional Stop Bullying week activities
Basic Spanish for staff members
Parent of the Month
Student/Parent Project Nights

Monthly Cultural Nights
Science Fair
Fiesta Week
Morning/After School Homework/Tutoring Clubs
Yearly packet/schedules for volunteers
Annual District Talent Show
Foster a classroom
STAAR Partners Program

Evaluation Data Source(s) 16: Positive school culture and climate
Positive relationships with the community and parents
Increased participation

Summative Evaluation 16:

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 1: The percentage of special education students meeting the standard on grade level state assessments will exceed the passing percentage from the previous year.

Evaluation Data Source(s) 1: STAAR performance

Summative Evaluation 1:

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

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 2: Staff development for special education and regular education teachers.

Evaluation Data Source(s) 2: Student performance - grades, unit exams, benchmarks, state assessments

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 3: Utilizing TEA resource and Guidelines for ARD decisions.

Evaluation Data Source(s) 3: Increased parental awareness and understanding

Summative Evaluation 3:

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 4: Use of RTI (Response to Intervention) by regular education teachers.

Evaluation Data Source(s) 4: Student performance - grades, unit exams, benchmarks, state assessments

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 5: Review of current special education population with view toward dismissal when appropriate.

Evaluation Data Source(s) 5: Appropriate dismissals
Improved student performance

Summative Evaluation 5:

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

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 6: Review of prior and current year data for each student to determine appropriate intervention.

Evaluation Data Source(s) 6: Improved student performance

Summative Evaluation 6:

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

Goal 7: Special Education students will be successful in mainstream classes as measured by academic performance (grades, STAAR, EOC).

Performance Objective 7: Use of unit testing for special education students at grade level.

Evaluation Data Source(s) 7: Student performance on unit exams
Improved STAAR scores for Special Education students

Summative Evaluation 7:

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

Goal 8: All teachers will be Highly Effective according to the Every Student Succeeds Act (ESSA.

Performance Objective 1: Recruit and retain highly effective staff.

Evaluation Data Source(s) 1: Maintain highly effective staff
State assessment results

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Goal 8: All teachers will be Highly Effective according to the Every Student Succeeds Act (ESSA.

Performance Objective 2: Provide training for successful completion of certification testing.

Evaluation Data Source(s) 2: Highly effective teaching status for all teachers

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Goal 8: All teachers will be Highly Effective according to the Every Student Succeeds Act (ESSA.

Performance Objective 3: Provide high quality substitute training.

Evaluation Data Source(s) 3: Walkthroughs

Substitute evaluations
Teacher comments

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Goal 8: All teachers will be Highly Effective according to the Every Student Succeeds Act (ESSA).

Performance Objective 4: New teacher campus mentors.

Evaluation Data Source(s) 4: Teacher comments
Walkthroughs
T-Tess

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 1: Parent night/Freshman Orientation

Evaluation Data Source(s) 1: Increased participation

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 2: Graduation plans

Evaluation Data Source(s) 2: Student folder check
TxEIS reports

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 3: College and Tech School field trips

Evaluation Data Source(s) 3: Number and type of field trips

Attendance

Interest

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 4: Increased College/Career awareness

Evaluation Data Source(s) 4: Signs and posters across district

Announcements and guest speakers

Career Cruising Reports

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 5: College/Career fairs

Evaluation Data Source(s) 5: Career Day feedback

College Fair attendance

Increased Student Interest

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 6: College Entrance Exam Prep

Evaluation Data Source(s) 6: Number of students taking SAT/SAT

Summative Evaluation 6:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 7: Transition classes

Evaluation Data Source(s) 7: Number of students taking SAT/SAT
Increased Student Interest

Summative Evaluation 7:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 8: Provide opportunities for job shadowing.

Evaluation Data Source(s) 8: Student participation and interest

Summative Evaluation 8:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 9: Dept. of Assistive & Rehabilitative Services (DARS) at ARD meetings.

Evaluation Data Source(s) 9: Sr. ARD meetings
Increased opportunities for special education students

Summative Evaluation 9:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 10: Make industry certification preparation and exams available to students pursuing endorsements in business and industry and public service.

Evaluation Data Source(s) 10: Increase number of industry certification opportunities for students

Summative Evaluation 10:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 11: Speakers from technical schools and community colleges.

Evaluation Data Source(s) 11: Increase student awareness of technical school and community college opportunities.

Summative Evaluation 11:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 12: Freshman trip to Applied Materials and sophomore trip to college and/or business.

Evaluation Data Source(s) 12: Student participation
Increased awareness

Summative Evaluation 12:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 13: Require PSAT for all students in grade 11.

Evaluation Data Source(s) 13: Student participation
Increased SAT scores

Summative Evaluation 13:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 14: Require tutorials for all students not scoring college ready on PSAT.

Evaluation Data Source(s) 14: Increased scores on PSAT/ACT/SAT
Number of students in tutorials

Summative Evaluation 14:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 15: Require participation in SAT School Day Program for all students in grade 11.

Evaluation Data Source(s) 15: Student participation
Increased scores

Summative Evaluation 15:

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 16: Offer college prep English and math classes for students who do not score college ready on SAT, ACT, or TSI by the end of grade 11.

Evaluation Data Source(s) 16: Student participation
Increased scores

Summative Evaluation 16:

TEA Priorities: 3. Connect high school to career and college. 2. Build a foundation of reading and math.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 17: Offer ASVAB for all students in grades 10-12.

Evaluation Data Source(s) 17: Increased scores
Student participation

Summative Evaluation 17:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 18: Provide classroom presentations by various branches of the military.

Evaluation Data Source(s) 18: Increased military awareness
Student interest

Summative Evaluation 18:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 19: Allow military recruiters to set up an information table periodically during high school lunch period.

Evaluation Data Source(s) 19: Increased military awareness
Student interest

Summative Evaluation 19:

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 20: Document meetings between military recruiters and high school students.

Evaluation Data Source(s) 20: Increased military awareness

Student interest

Summative Evaluation 20:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 21: Provide courses needed to prepare for industry certification in welding and Microsoft Office.

Evaluation Data Source(s) 21: Student participation
Student performance

Summative Evaluation 21:

TEA Priorities: 3. Connect high school to career and college.

Goal 9: Increase opportunities for Career and Technical Education classes.

Performance Objective 22: Provide opportunities for students to take industry certification tests in welding and Microsoft Office.

Evaluation Data Source(s) 22: Number of certifications achieved

Summative Evaluation 22:

TEA Priorities: 3. Connect high school to career and college.

Goal 10: The district will provide high quality technological opportunities for all students across all subject areas.

Performance Objective 1: Add additional interactive whiteboards on all campuses.

Evaluation Data Source(s) 1: Number of boards

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career

and college.

Goal 10: The district will provide high quality technological opportunities for all students across all subject areas.

Performance Objective 2: Maintain and improve functionality and organization of the district website.

Evaluation Data Source(s) 2: Staff, student, parent and community comments

Increased awareness

Website hits

Summative Evaluation 2:

Goal 10: The district will provide high quality technological opportunities for all students across all subject areas.

Performance Objective 3: Regularly update staff, campus and district web pages.

Evaluation Data Source(s) 3: Staff, student, parent and community comments

Increased awareness

Website hits

Summative Evaluation 3:

Goal 10: The district will provide high quality technological opportunities for all students across all subject areas.

Performance Objective 4: Maintain and upgrade all software programs as necessary.

Evaluation Data Source(s) 4: Teacher/student feedback

Student performance

Summative Evaluation 4:

Goal 10: The district will provide high quality technological opportunities for all students across all subject areas.

Performance Objective 5: Make and monitor transportation requests, leave requests, substitute forms, technology requests, maintenance requests, budget requests etc. online

Evaluation Data Source(s) 5: Staff feedback

Effective and efficient district procedures

Summative Evaluation 5:

Goal 10: The district will provide high quality technological opportunities for all students across all subject areas.

Performance Objective 6: Increased network security and maintenance

Evaluation Data Source(s) 6: Number of incidents
Staff/student feedback

Summative Evaluation 6:

Goal 11: The district will provide an array of learning opportunities for gifted and talented students in Kindergarten through grade 12 to help build successful, independent, self-directed learners.

Performance Objective 1: Improve G/T program through staff development to better meet the needs of G/T students.

Evaluation Data Source(s) 1: Increase in G/T certifications
G/T Assessments for identification

Summative Evaluation 1:

Goal 11: The district will provide an array of learning opportunities for gifted and talented students in Kindergarten through grade 12 to help build successful, independent, self-directed learners.

Performance Objective 2: G/T students receive differentiated instruction in the classroom

Evaluation Data Source(s) 2: Classroom observations
Lesson plans
Parent Meetings

Summative Evaluation 2:

Goal 11: The district will provide an array of learning opportunities for gifted and talented students in Kindergarten through grade 12 to help build successful, independent, self-directed learners.

Performance Objective 3: Maintain a staff that is G/T certified in all core curriculum areas.

Evaluation Data Source(s) 3: Review of current G/T certifications

Summative Evaluation 3:

Goal 12: The district will screen and identify students who may be at risk for dyslexia or related disorder at appropriate times during the year and will provide for the treatment of any student determined to have dyslexia or a related disorder.

Performance Objective 1: Provide for screenings in kindergarten and first grade at appropriate times.

Evaluation Data Source(s) 1: Increased identification

Summative Evaluation 1:

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

Goal 12: The district will screen and identify students who may be at risk for dyslexia or related disorder at appropriate times during the year and will provide for the treatment of any student determined to have dyslexia or a related disorder.

Performance Objective 2: Monitor students in grade 2 and up for common risk factors for dyslexia or related disorders.

Evaluation Data Source(s) 2: Increased identification

Appropriate instructional practices

Student performance and growth

Summative Evaluation 2:

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

Goal 12: The district will screen and identify students who may be at risk for dyslexia or related disorder at appropriate times during the year and will provide for the treatment of any student determined to have dyslexia or a related disorder.

Performance Objective 3: Provide parents/guardians of students with dyslexia and related disorders with information about the characteristics of dyslexia, testing procedures, and effective strategies.

Evaluation Data Source(s) 3: Increased awareness

Increased identification

Appropriate instructional practices

Student performance and growth

Summative Evaluation 3:

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

Goal 12: The district will screen and identify students who may be at risk for dyslexia or related disorder at appropriate times during the year and will provide for the treatment of any student determined to have dyslexia or a related disorder.

Performance Objective 4: Provide training for teachers and staff in characteristics, screenings, evaluations and instruction of dyslexia and related disorders.

Evaluation Data Source(s) 4: Increased awareness

Increased identification

Appropriate instructional practices

Student performance and growth

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Goal 13: The district will use Title 1 funds to support student learning and academic growth and to recruit and retain highly effective teachers.

Performance Objective 1: Stipends increased in critical areas.

Evaluation Data Source(s) 1: Improved teacher recruitment and retention

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Goal 13: The district will use Title 1 funds to support student learning and academic growth and to recruit and retain highly effective teachers.

Performance Objective 2: Provide funding for reading intervention teams and aligned instructional coaching through balanced literacy.

Evaluation Data Source(s) 2: Student growth and performance

Summative Evaluation 2:

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

Goal 13: The district will use Title 1 funds to support student learning and academic growth and to recruit and retain highly effective teachers.

Performance Objective 3: Funding for school culture and climate initiatives.

Evaluation Data Source(s) 3: Improved positive culture and climate

Summative Evaluation 3:

Goal 13: The district will use Title 1 funds to support student learning and academic growth and to recruit and retain highly effective teachers.

Performance Objective 4: Provide dual credit opportunities and Early College High School

Evaluation Data Source(s) 4: Increased participation

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college.

Goal 13: The district will use Title 1 funds to support student learning and academic growth and to recruit and retain highly effective teachers.

Performance Objective 5: Identify students who are at risk for academic failure and provide quality intervention.

Evaluation Data Source(s) 5: Reduction of at-risk students due to academic failure

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Goal 13: The district will use Title 1 funds to support student learning and academic growth and to recruit and retain highly effective teachers.

Performance Objective 6: Maintain a well-rounded program of instruction which meets the academic needs of all students.

Evaluation Data Source(s) 6: Student growth and performance
Teacher preparedness

Summative Evaluation 6:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

District Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Casey Johnson	Executive Director of Student Services
Administrator	Keith Mills	Secondary Principal
Administrator	Jennifer George	Elementary Principal
District-level Professional	Beverly Newcomb	District Counselor
District-level Professional	Kim Bishop	Chief Financial Officer
Administrator	Kim Bolin	Special Education Director
Classroom Teacher	Alma Avalos	Kindergarten Teacher
Classroom Teacher	Carrie McCulloch	4th Grade Teacher
Paraprofessional	Ed Flemma	Secondary Paraprofessional
Paraprofessional	Jessica Guerin	Elementary Librarian
Classroom Teacher	Kathy Robertson	Secondary Technology Teacher
Paraprofessional	Melissa Valadez	Secretary
Classroom Teacher	Michele Henderson	5th Grade Teacher
Classroom Teacher	Paul Bloom	Special Education Teacher
Classroom Teacher	Rhonda Ruesch	Secondary Teacher
Classroom Teacher	Sara Cotton	Secondary Teacher
Parent	Trisha Segura	Parent
Parent	Erica SanMiguel	Parent