



Comfort Independent School District

District Improvement Plan 2017-2018 – A One Year Plan

Dennis Hill, Interim Superintendent

Katherine Kuentler, Assistant Superintendent

District-Wide Instructional Improvement Committee (DWC) Membership

<i>Campus Professionals</i>	<i>District Professionals</i>	<i>District Paraprofessionals</i>	<i>Parents</i>	<i>Business Members</i>	<i>Community Members</i>	<i>Student Council</i>
Michael Michalec (CHS)		Katie Spinks (CHS)	Veronica Barraza (CHS)	Alfredo Avalos (CHS)	Saide Heitzman (CHS)	Jessica Spenrath (CHS)
Rene Pugh (CHS)	Katherine Kuentler	Shelly Pankratz (CMS)	Tiffany Pierce (CMS)	Rodda Yates (CMS)	Allison Hudson (CMS)	Kennedy Jay (CHS)
Rawlyn Richter (CMS)		Tammy Juliano (CES)	Lisa Bohnert (CES)	Amanda Hallmark (CES)	Ryan Schwarz (CES)	
Jodi Klemstein (CMS)						
Kenneth Dunbar (CES)						
Nicky Gilliland (CES)						



Vision

Excellence through cultivating hearts and minds.

Mission

Comfort ISD ensures all students receive a **premier** education and exceed state standards. We desire excellence for all children; find and develop the individual talents of every child; and cultivate hearts and minds by teaching integrity and responsibility, and empowering students with knowledge to develop into productive citizens.

District Wide Long Term Goals:

1. Provide a safe environment for all stakeholders
2. Excellence in academics, extra-curricular, and career and technology programs, focused on meeting the needs of all current and future students.
3. Recruit and retain outstanding teachers, administrators, and staff.
4. Maintain a strong financial position with effectively addressing future educational and facility needs.
5. Create community through a high level of engagement between staff and community members.

Needs Assessment:

The DWC reviewed a wide range of data as part of the needs assessment in preparation for the improvement planning process. For a comprehensive list of the data reviewed, the agenda from the DWC meetings can be reviewed.



Planning Amounts for Fiscal Year 2017-2018

ESSA – Every Student Succeeds Act

- Title I, Part A - \$321,330
(Improving Basic Programs for At-Risk students)
- Title I, Part C – \$11,697 (*Funds distributed to Region 13 ESC as a member of the Shared Service Agreement*)
(Migrant students)
- Title II, Part A - \$43,349
(Preparing, Training and Recruiting Highly Qualified Teachers/Principals)
- Title III, Part A LEP (Limited English Proficiency) \$11,886
(English Language Acquisition/Language Enhancement)

Carl Perkins Fund - \$14,576

- (Career and Technology Education students)

IMA – Instructional Materials Allotment – \$220,430.09 (funding for 2 years)

RLIS – Rural and Low Income Schools Grant - \$18, 736

FOCUS Schools Grant - \$25,000

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District State Compensatory Education Statement:

The State Compensatory Education Program funds for Comfort Independent School District will be used to upgrade and enhance the Title I District-wide Program so that all students meet state standards. The combination of Title I, Title II, and Title III funds will be used to improve the entire educational program.

Needs Assessment		Academic Goals (AG)	Performance Goals (PG)	Target Populations (TP)
TNA	Technology Needs Assessment	a. Reading	a. Parents as Partners	A All Students
IO	Informal Observation	b. Writing	b. Exceptions for Students	T Title 1, Part A
TAPR	Accountability Tables	c. Mathematics	c. Dropout Prevention	M Migrant
DR	Discipline Report	d. Science	d. Well-balanced Curriculum	B Bilingual/ESL
FO	Faculty Observation	e. Social Studies	e. Personnel	GT Gifted/Talented
PBMAS	Performance Based Monitoring Analysis System		f. Student Performance	AR At Risk
TELPAS	Texas English Language Proficiency Assessment System		g. Safe/Disciplined Environment	CT Career and Technology
AMAO	Annual Measureable Achievement Objective		h. Instructional Administrative Techniques	S Students with Disabilities
			i. Technology	

Title I Schoolwide Component			
1. CNA	Campus Needs Assessment	5. PI	Parental Involvement
2. RS	School Reform Strategy	6. T	Transition from EC programs
3. PD	Professional Development	7. TIA	Teacher Input on Assessments
4. ER	Employee Recruitment	8. AM	Assistance for Mastery
		9. CIS	Coordination/Integration of Services

Program Budget Codes			
Local	Local	SCE	State Compensatory Ed.
T IA	Title I, Part A	RLIS	Rural Low-Income Schools Grant
T IC	Title I, Part C (Migrant)	IMA	Instructional Materials Allotment
T IIA	Title II, Part A (TPTR)	CP	Carl Perkins
T III	Title III (Bilingual/ESL)	FOCUS	FOCUS Schools grant

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District Performance Objectives: for all appropriate academic excellence indicators for all student populations, including students in special education programs and other measure of student performance. The following performance objectives reflect the District Goal #2 Excellence in academics, extra-curricular, and career and technology programs, focused on meeting the needs of all current and future students and to achieve the standards for a Met Standards rating for 2018. Values are derived from the 2017 Accountability Summary, Indexes, and System Safeguards.

Performance Indexes:

Index 1: Student Achievement – CISD will maintain or exceed the Index Score of 75 (*state target score of 60*)

Index 2: Student Progress – CISD will maintain or exceed the Index Score of 35 (*state target score of 22*)

Index 3: Closing Performance Gaps – CISD will maintain or exceed the Index Score of 35 (*state target score of 28*)

Index 4: Postsecondary Readiness – CISD will maintain or exceed the Index Score of 80 (*state target score of 60*)

System Safeguards – CISD will increase the number and percent of indicators met from 86% to 90% (*Increase of 4%*)

Objective 1: District passing rates for Reading/ELA will maintain or exceed an overall required passing rate on state assessments in 2018 to meet state and federal standards.

Target areas to meet System Safeguards:

a. Special Education students will increase their passing rate from 30% to 60% (*Increasing 10% each year through 2020*)

b. Current and Monitored English Language Learner (ELL) students will increase their passing rate from 49% to 60% (*Increase of 11%*)

Objective 2: District passing rates for Math will maintain or exceed an overall required passing rate on state assessments in 2018 to meet state and federal standards.

Target areas to meet System Safeguards:

a. Special Education students will increase their passing rate from 52% to 60% (*Increasing 8%*)

Objective 3: District passing rates for Writing will maintain or exceed an overall required passing rate on state assessments in 2018 to meet state and federal standards.

Target areas to meet System Safeguards:

a. Special Education students will increase their passing rate from 30% to 60% (*Increasing 10% each year through 2020*)

a. Current and Monitored English Language Learner (ELL) students will increase their passing rate from 56% to 60% (*Increase of 4%*)

Objective 4: District passing rates for Social Studies will maintain or exceed an overall required passing rate on state assessments in 2018 to meet state and federal standards.

Target area to meet System Safeguards:

a. Special Education students will increase their passing rate from 31% to 61% (*Increasing 10% each year through 2020*)

b. Current and Monitored English Language Learner (ELL) students will increase their passing rate from 50% to 60% (*Increasing 5% through 2019*)

District Performance Objectives

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The following target areas have been identified as areas of need based on PBMAS report. The district will strive to improve in each of the following categories to meet the PBMAS Standard or Required Improvement for 2018.

Stage 2 Intervention Level – Performance Based Monitoring Analysis System (PBMAS)

Target Area for ELL students in ESL program grades 3-8

- a. Increase District passing rate in Mathematics from 52.5% to 70% *(Increase at least 6% each year through 2020)*

Target Areas for ELL students that are not served in a Bilingual or ESL Program in grades 3-8

- a. Increase District passing rate from 50% to 71% in Reading *(Increase at least 7% each year through 2020)*

Target Area for ELL students that have been in US schools for five or more years

- a. Decrease the percentage of student performing on TELPAS at the Beginner/Intermediate level from 11.6% to under 7.5%

Target Area for Economically Disadvantaged students – EOC passing rate

- a. Increase the high school passing rate in ELA from 46.6% to 60% *(Increase at least 7% each year through 2019)*

Target Areas for students served in Special Education Programs in grades 3-8

- a. Increase the District passing rate in Mathematics from 49.2% to 70% *(Increase of 7% each year through 2020)*
- b. Increase the District passing rate in Reading from 41.3% to 71% *(Increase of at least 10% each year through 2020)*

Stage 3 Intervention Level – Performance Based Monitoring Analysis System (PBMAS)

Target Areas for students served in Special Education Programs in grades 3-8

- a. Increase District two year passing rate from 33.3% to 70% in Writing *(Increase of at least 12.5% each year through 2020)*

Target Areas for students served in Special Education grades 9-12

- a. Increase high school two year passing rate from 32.1% to 65% in Algebra I *(Increase of 11% each year through 2020)*
- b. Increase high school two year passing rate from 36% to 75% in Biology *(Increase of 13% each year through 2020)*
- c. Increase high school two year passing rate from 36% to 70% in U.S. History *(Increase of 11.3% each year through 2020)*

Target areas for CTE Special Education students in grades 9-12

- a. Increase passing rate in Mathematics from 33.3% to 65% *(Increase of 10.6% each year through 2020)*
- b. Increase passing rate in Science from 34.7% to 75% *(Increase of 13.4% each year through 2020)*
- c. Increase passing rate in Social Studies from 36.2% to 70% *(Increase of 11.3% each year through 2020)*

Stage 4 Intervention Level – Performance Based Monitoring Analysis System (PBMAS)

Target areas for ELL students that are not served in ESL Program in grades 9-12

- a. Increase EOC passing rate in ELA from 18.9% to 60% *(Increase of 13.7% each year through 2020)*

Target areas for CTE students served in Special Education grades 9 – 12

- a. Increase EOC passing rate in ELA from 11.1% to 60% *(Increase of 16.3% each year through 2020)*

Target areas for CTE English Language Learners (ELL) in grades 9-12

- a. Increase EOC passing rate in ELA from 18.9% to 60% *(Increase of 13.7% each year through 2020)*

Target areas for students served in Special Education grades 9 - 12

- a. Increase high school passing rate from 10.8% to 60% in English Language Arts *(Increase of 16.4% each year through 2020)*

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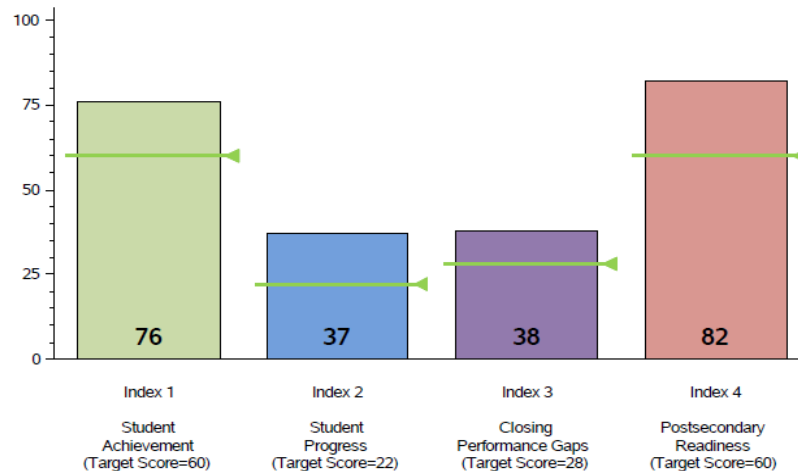
TEXAS EDUCATION AGENCY 2017 Accountability Summary COMFORT ISD (130902)

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	- NONE
<small>In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.</small>	

Performance Index Report



Distinction Designation

Postsecondary Readiness

Percent of Eligible Measures in Top Quartile
2 out of 10 = 20%

NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,445	1,912	76
2 - Student Progress	369	1,000	37
3 - Closing Performance Gaps	766	2,000	38
4 - Postsecondary Readiness			
STAAR Score	9.3		
Graduation Rate Score	24.7		
Graduation Plan Score	22.5		
Postsecondary Component Score	25.0		82

System Safeguards

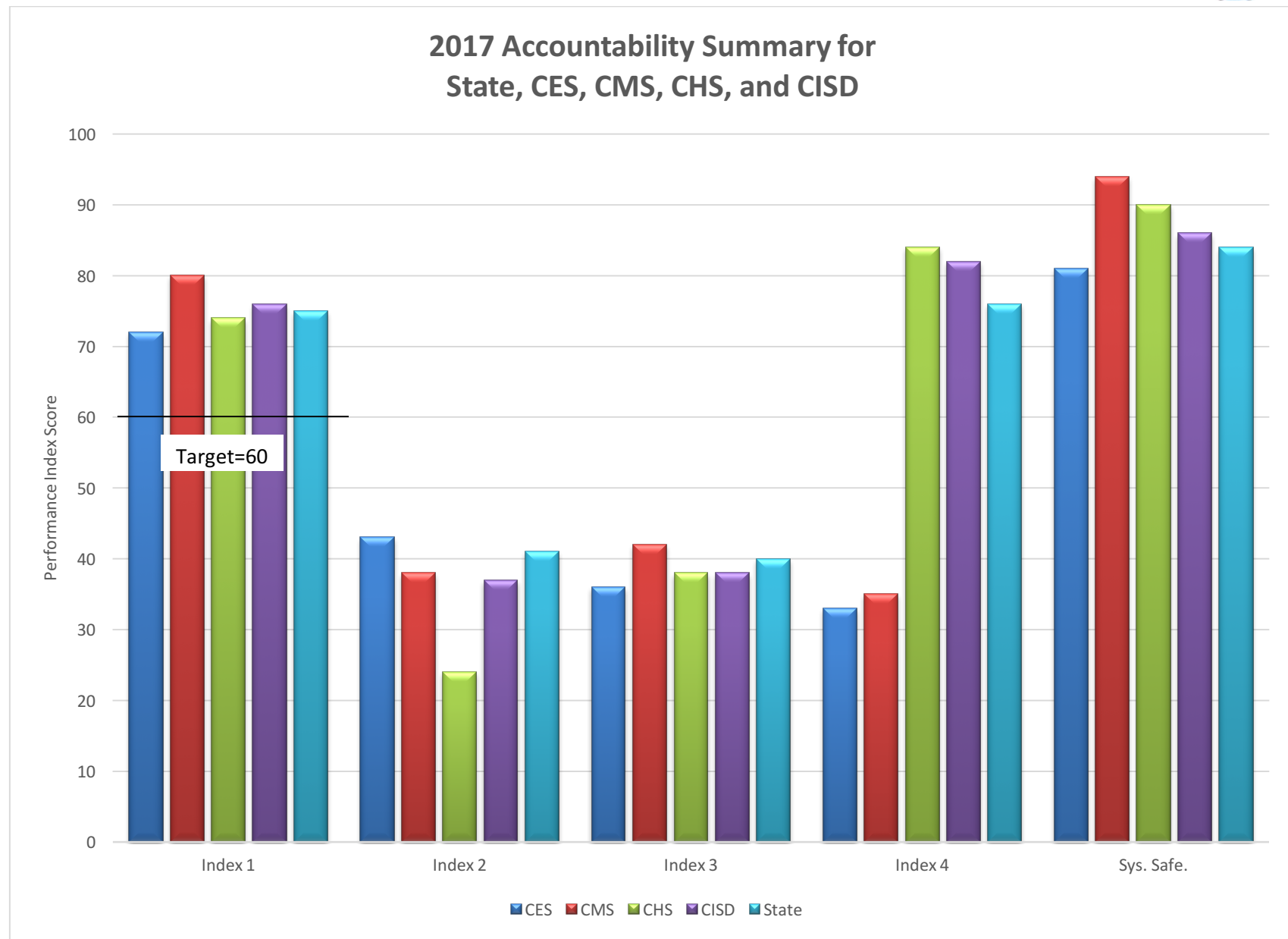
Number and Percentage of Indicators Met

Performance Rates	21 out of 26 = 81%
Participation Rates	12 out of 12 = 100%
Graduation Rates	4 out of 4 = 100%
Met Federal Limits on Alternative Assessments	0 out of 1 = 0%
Total	37 out of 43 = 86%

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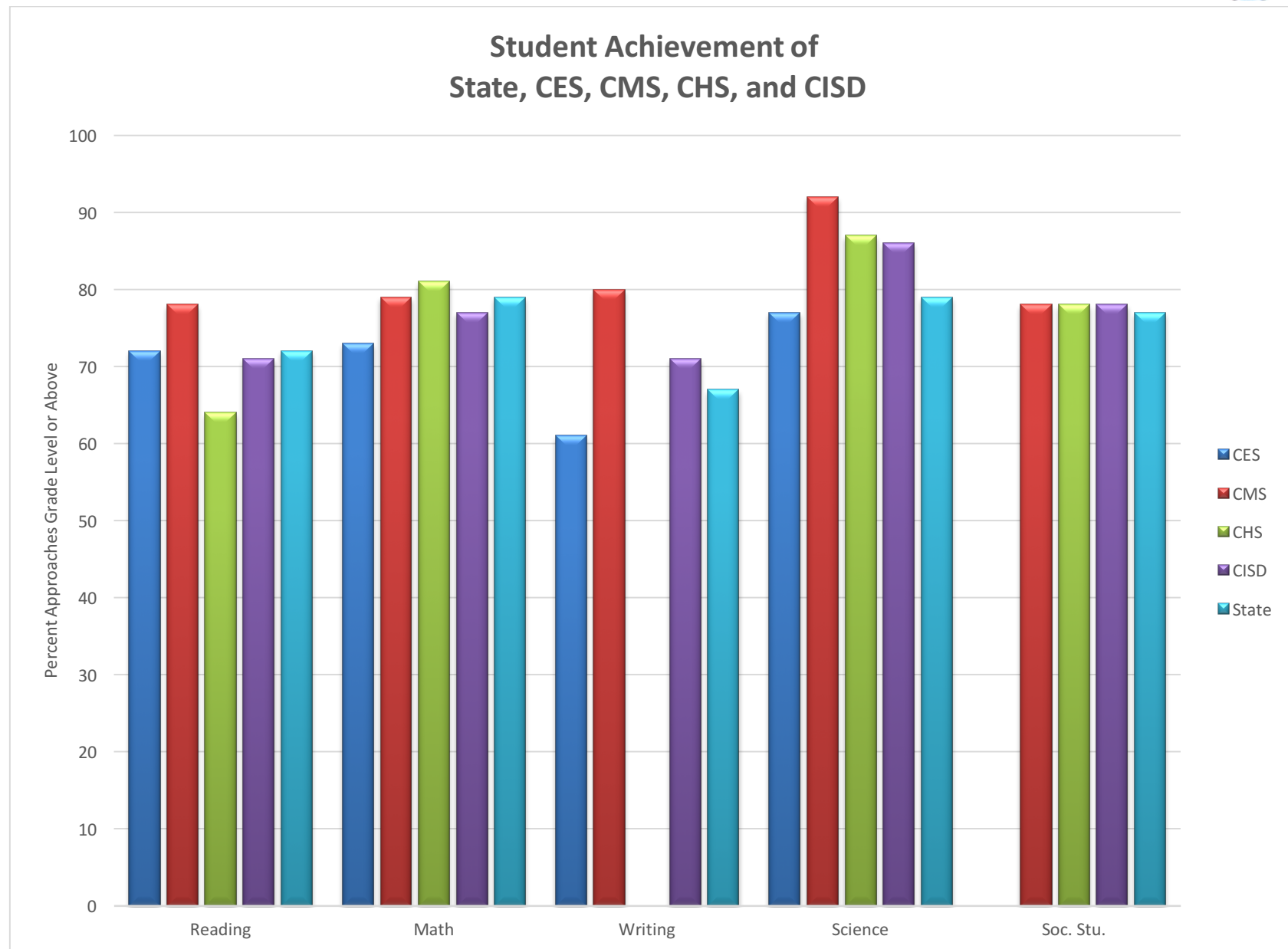
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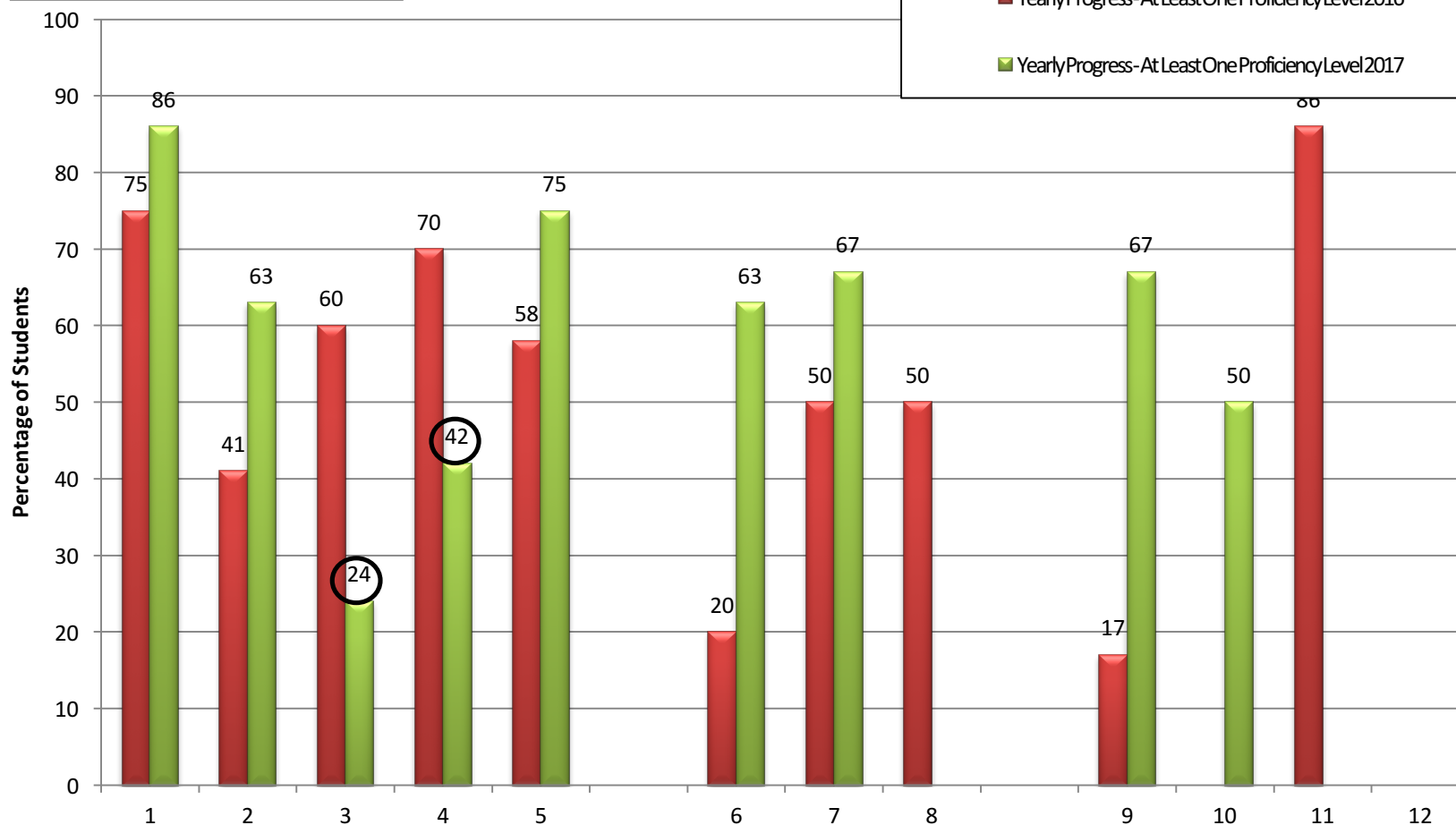


Texas English Language Proficiency Assessment System (TELPAS)

Yearly Progress Grade Level CISD 2016 vs 2017

○ ← Possible area of need

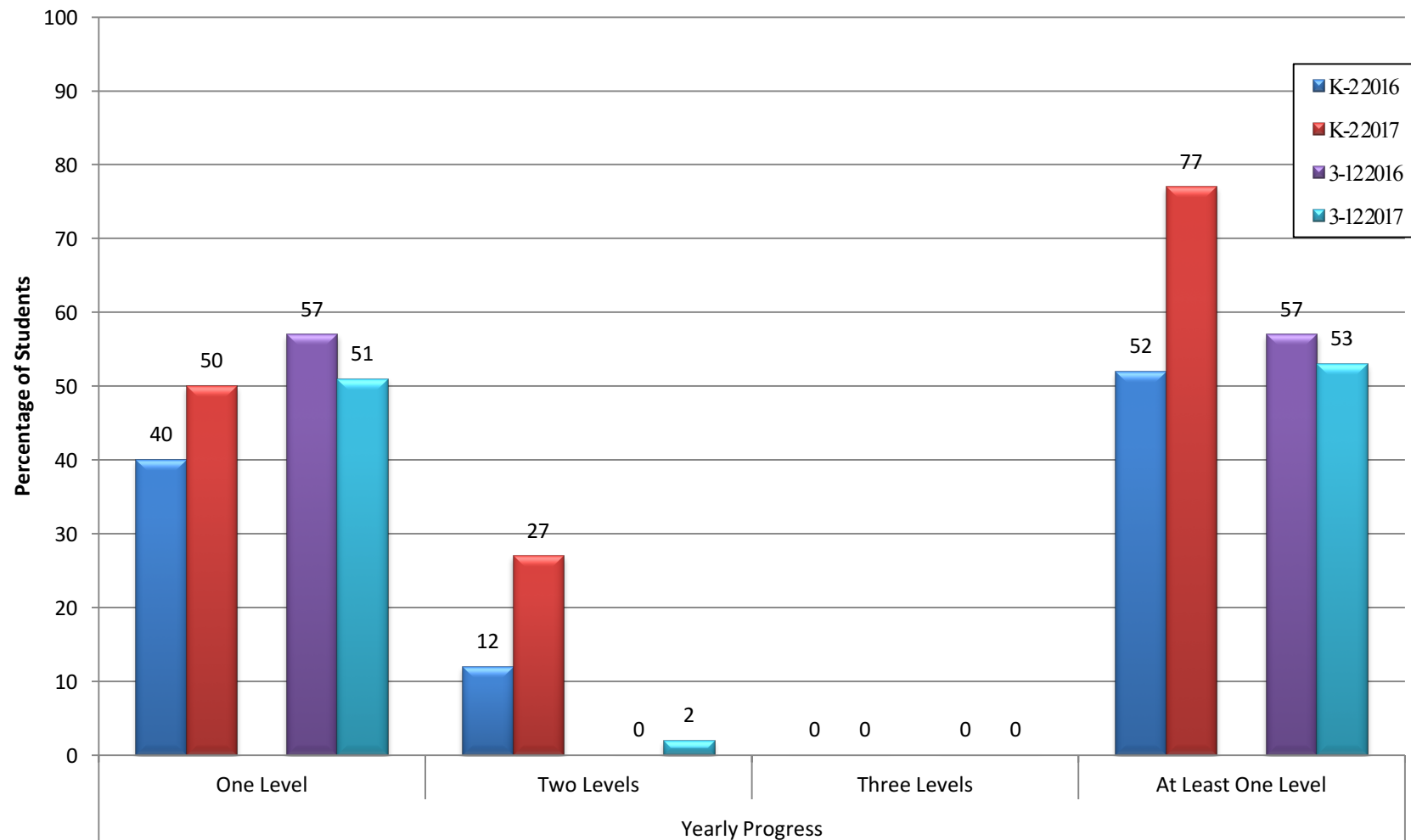
No data reported for fewer than 5 students for certain grades and years.





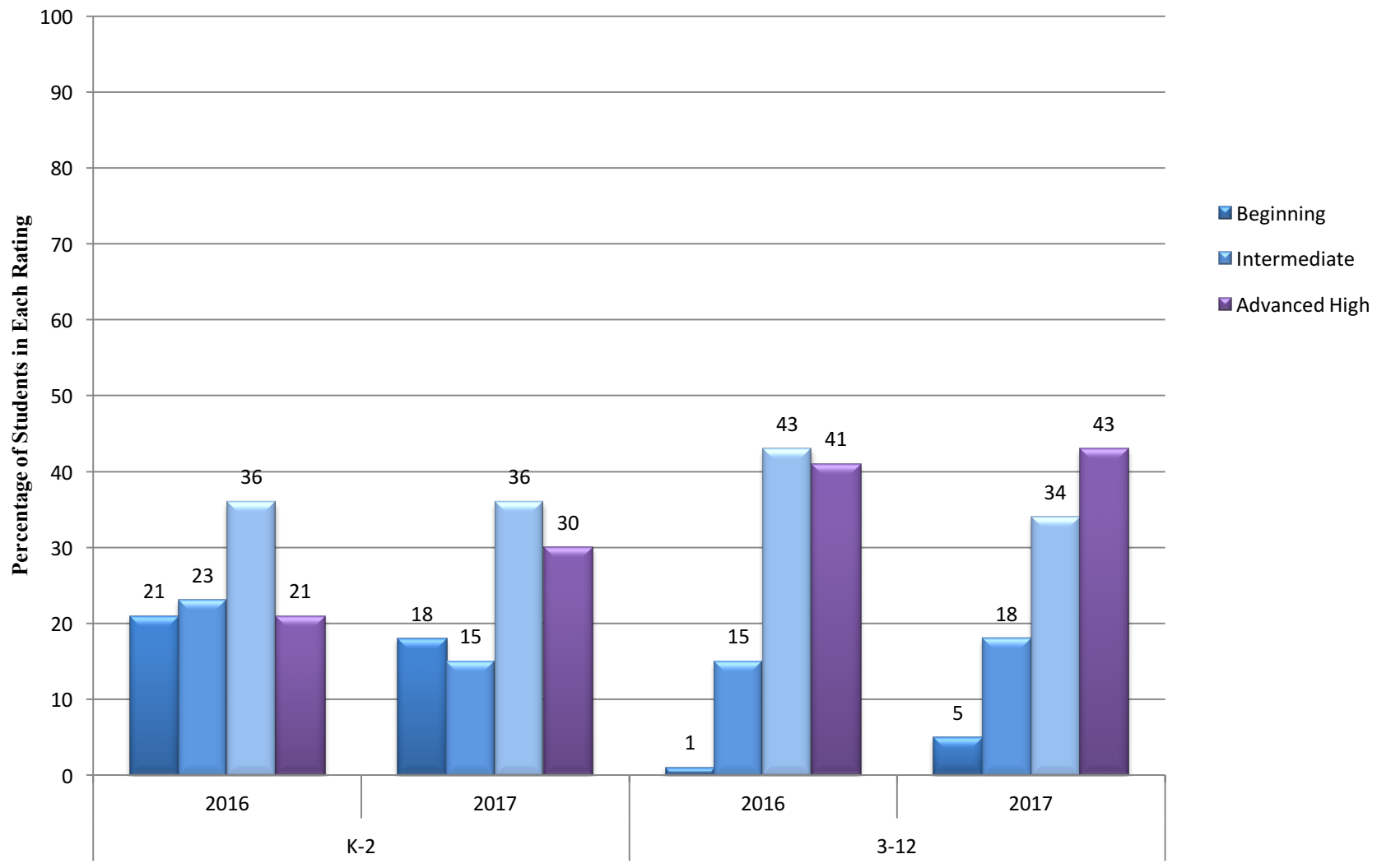
Texas English Language Proficiency Assessment System (TELPAS) by Yearly Progress

CISD 2016 vs 2017





Texas English language Proficiency Assessment System (TELPAS)
by Percent of Students at Each Rating by Grade Span (K-2) and (3-12)
CISD 2016 vs 2017





District Goals for 2017-2018

1. Provide a safe environment for all stakeholders
2. Excellence in academics, extra-curricular, and career and technology programs, focused on meeting the needs of all current and future students.
3. Recruit and retain outstanding teachers, administrators, and staff.
4. Maintain a strong financial position with effectively addressing future educational and facility needs.
5. Create community through a high level of engagement between staff and community members.

Goals of the District Improvement Plan (DIP) and correlation to District Goals

Goal Topic 1: Student Achievement

Goal Narrative #2. Excellence in academics, extra-curricular, and career and technology programs, focused on meeting the needs of all current and future students.

Goal Topic 2: Staff Quality

Goal Narrative #3. Recruit and retain outstanding teachers, administrators, and staff.

Goal Topic 3: Community Relations

Goal Narrative #5. Create community through a high level of engagement between staff and community members.

Goal Topic 4: Safe Environment

Goal Narrative #1. Provide a safe environment for all stakeholders

Goal Topic 5: Fiscal Responsibility

Goal Narrative #4. Maintain a strong financial position with effectively addressing future educational and facility needs.



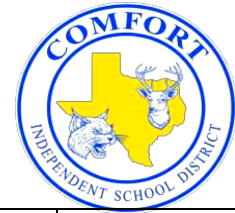
Goal Topic 1: Student Achievement

Goal Narrative #2. Excellence in academics, extra-curricular, and career and technology programs, focused on meeting the needs of all current and future students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
1.1 Eliminate the achievement gap while raising learning expectations and mastery for all students.	Campus Principal Department Heads Teachers	Every six weeks	Human resources and time SCE Funds: Allocation = \$913,831 Funding is allocated for salaries of teachers and teaching assistants who are involved in the instruction of students who are considered to be at risk of not achieving state standards. The amounts shown reflect the planning amounts available from each funding source. The allocation for each campus is dependent on the number of eligible students at that campus for each program area. Title I, Part A – salaries/stipends - \$300,935 Professional services- \$26,459 Title II A – salaries - \$49,424 Title III A – SSA with ESC 20 IMA - \$89,155 CP = \$17,708	*Tests scores *Graduation rates *Dropout rates *Performance-Based Monitoring Analysis System, State Accountability System *Participation and diversity of students in advanced programs. (Advanced Placement, Dual Enrollment, Gifted and Talented, etc.) *Participation in special programs *Number of students taking SAT, ACT, PSAT, etc.	a b c d e	b c d f h i	All				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
<p>1.2 Provide early and immediate educational intervention for all students. System Safeguard and PBMAS content indicators will be areas of focus. Strategies include but are not limited to:</p> <p>a. Pull-out program at CMS/CHS</p> <p>b. Accelerated instruction classes at all campuses.</p> <p>c. Utilize software programs for targeted instruction.</p> <p>d. Restructure activity period at CMS to provide extended learning opportunities</p> <p>e. Tutorials will be utilized daily to include before, during, and after school.</p> <p><u>Current/monitored and ELL (Not served):</u></p> <p>f. Utilize language programs for LEP students as supplemental instruction.</p> <p>g. Assign a mentor teacher to first year LEP students at CHS</p> <p>h. CHS will use small group as needed through content mastery.</p> <p><u>Special Ed. Students:</u></p> <p>i. Special education students grouped with regular education students in interventions</p> <p>j. Continue to refine the RtI process at all campuses.</p>	<p>Campus Principal Counselors Teachers Bilingual/ESL Campus Coordinators Math Specialist</p>	<p>Every six weeks Annually</p>	<p><u>Summer School Programs</u> - \$41,000</p> <p><u>Title IA</u> - \$26,459</p> <p><u>Title III, Part A</u> – SSA with ESC 20</p> <p><u>PKG-</u> \$18,099 Human resources and time</p>	<ul style="list-style-type: none"> • In-school suspension and out-of-school suspension numbers • Attendance percentages • Academic intervention efforts (extended day, extended year, mentoring, tutoring, STAAR intervention plans, individualized graduation plans, accelerated instruction plans, dyslexia intervention) • Progress of Limited English Proficient and Newcomer students • Student support services (School Resource Officer, peer mediation, character education, conflict resolution) • Summer school enrollment due to retention • Student progress at the end of each grading cycle • Sign-in sheets • Walkthroughs • Student Intervention Lists • RtI documentation forms • PBMAS and State Accountability System 	<p>a b d e</p>	<p>b c d f h i</p>	<p>All</p>				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
<p>1.3 Provide a curriculum that is rigorous, culturally diverse, student-centered, standardized, technologically infused, research-based, and data-driven. System Safeguards and PBMA content indicators will be areas of focus:</p> <p>a. Use of software programs for targeted instruction</p> <p>b. Utilize Word Walls</p> <p>c. Implement school wide vocabulary at CES</p> <p>d. Utilize TEKS Resource</p> <p>e. Implement a school wide writing program at CES.</p> <p>f. Use differentiated instructional strategies to include, but not limited to Transition Word list, sentence stems</p> <p><u>Current/monitored and ELL</u></p> <p>g. Use culturally relevant text</p> <p>h. provide adequate number of Glossaries, bilingual dictionaries at all three campuses.</p> <p><u>Special Ed. students:</u></p> <p>i. Integrate allowable accommodations on state assessments in classrooms to include but not limited to supplemental aids, extra time, oral administrations, etc.</p>	<p>Campus Principal Teachers Specialists ELL Coordinator</p>	<p>June</p>	<p><u>Title IA-</u> Contracted Services \$26,459</p> <p><u>Title IIIA</u> -SSA with ESC 20</p>	<ul style="list-style-type: none"> • Use of on-line curriculum • Student attendance • Campus lesson plans • Use of curriculum for general and program students within and between campuses • Student achievement and gains on unit tests, checkpoints, STAAR results, and other standardized assessments • Walkthroughs • PBMA and State Accountability System 	<p>a b c d e</p>	<p>All</p>	<p>A GT CT</p>				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
1.4 Offer a variety of programs and activities in order to increase student involvement and educate the whole child by providing skills and opportunities that appeal to individual interests and talents of all cultures and gender.	District and Campus Administrators	Beginning of each semester	\$ 665,502 – Extra-curricular Local Funds (includes payroll) \$549,439 – CTE through Local and State Funds (includes payroll) CP -\$17,708 NCLB – Title IA , Services -\$26,459 Title IIIA Supplies – SSA with ESC 20	<ul style="list-style-type: none"> List of programs and activities (career and technology education, fine arts, extracurricular, etc.) Number, diversity, and success rate of students participating in programs and activities List of grants awarded and funding sources List of multicultural programs and experiences 	All	All	All				
1.5 Continue to utilize data analysis to target district, campus, and student needs to include: a. a 6-week review of LEP students academic progress b. At least each 6 weeks, ESL teachers will meet and collaborate with Special Education teachers concerning students in both populations c. all campuses will disaggregate data by ethnicity to identify gaps d. all campuses will disaggregate data by low SES to identify gaps	Superintendent Curriculum and Instruction Director Campus Principal Department Heads Bilingual/ESL Coordinators Special Education Coordinator at CES Special Education Teachers Math Teachers	Every six weeks Annually	STAAR Data Checkpoint Data Human Resources and Time Local Funds: GT Testing - \$530 ESL Testing - \$1450 Total allocation for each campus for Dept. Head Stipends: CES - \$ 3,500 CMS - \$ 2,000 CHS - \$ 4,000 Special Education Stipends: CES - \$2,500 CMS - \$1,000 CHS - \$1,000	<ul style="list-style-type: none"> Principal meetings with coordinators and/or Planning, Research, and Evaluation to analyze data in order to develop strategic plans Principal meetings with campus department heads to analyze data. Documented professional learning environment at each campus that include data disaggregation and strategic planning PBMAS and Improvement of State Accountability 	All	b c d e h i	All				

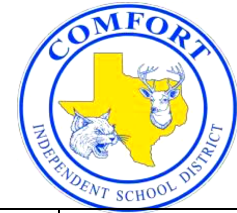
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
1.6 Through the use of 6 weeks tests based on TEKS/STAAR objectives, teachers and administrators will analyze the assessment data to assist in the alignment of the curriculum and instruction. a. Identify one staff member per grade level/content area who will prepare checkpoint assessments for use throughout the department and/or grade level. b. all campuses will disaggregate data by ethnicity to identify gaps c. all campuses will disaggregate data by low SES to identify gaps	District and Campus Administrators Teachers	Each 6-weeks	Curriculum material TEKS objectives STAAR objectives <u>Title IA</u> \$7,485 TEKSbank Eduphoria-Aware	Improvement of state accountability, PBMAS, and AYP data and ratings for 2016-2017.	All	b c d e f g h i	All				
1.7 Students will have access to credit recovery to assist them in obtaining credit in order to obtain a high school diploma and to assist LEP students to ensure on time graduation.	Campus Administrators Counselors ESL campus coordinator	Daily	<u>Local Funds</u> \$10,000 Human resources and time	Graduation Rates will improve for 2016-2017.	a b c d e	b c f g h i	AR				
1.8 Students who fail a STAAR test and are promoted to the next grade level will have an academic plan of action in place with requirements to meet specific criteria for the next school year.	Campus Administrators Campus Counselors Teachers	Annually	Human resources and time	Student improvement on individual scale scores from individual STAAR assessment results received in May/June of 2017	a b c d e	b c d f g	A AR				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
1.9 Curriculum and instruction will be monitored through monthly walk-throughs to ensure that effective classroom instructional strategies are being applied by teachers. a. provide immediate feedback through the use of technology. b. Walk-throughs will reflect <u>monitoring of ELLs /Special Education</u> instructional practices and the implementation with fidelity of the new Math curriculum and current Reading programs.	District and Campus Administrators	Monthly walkthroughs by both Campus Principals and Assistant Principals	Human resources and time Title IA \$7,485 Eduphoria-T-TESS	Improvement of TAPR, PBMAS, State Accountability data and ratings for 2016-2017.	All	d e f g h	All				
1.10 Special Education students will be given focused, intensive instruction on the student's instructional level through the least restrictive environment.	Resource Teacher, Campus Principals	2016-2017 school year	Human resources and time	Improvement of TAPR and PBMAS data and ratings for 2016-2017.	All	b c d f	S				
1.11 eSPED/eSTAR will be utilized district wide to assist in the collaboration of shared student information across multiple programs to include special education, ELL, RtI, 504, and Dyslexia students.	Superintendent Special Program Directors and Coordinators Campus Principals Campus level specialists	During the 2016-2017 school year.	Hill Country Special Education Cooperative Local Funds	<ul style="list-style-type: none"> Individual student documentation and data will be in eSPED/eSTAR Staff training on using eSPED/eSTAR will be documented All required documentation for special programs will be in individual student folders. 	All	c f g h i	A				

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1.12 Utilize a scope and sequence for daily instruction that is aligned to the ELPS for ESL classes.	Superintendent Curriculum and Instruction Director ELL Coordinator Campus principals ESL teachers	During the 2016-2017 School year	Human effort and time	<ul style="list-style-type: none"> Scope and sequence document is aligned from grade 6-12 	All	c d e f h	T B AR				
1.13 Information will be provided to students/parents regarding higher education admissions and financial aid opportunities, the TEXAS grant program and the Teach for Texas grant program, the need for students to make informed curriculum choices to be prepared for success beyond high school and sources of information on higher education admissions and financial aid.	District and campus administrators, counselor and staff.	2016-2017 school year	Information brochures, Student activities, Parent meetings, Personal Graduation Plans 6-12, IEP, Special Education, Transition Forms	*Documentation of activities, *Documentation of Participation	All	a d f	A				
1.14 All CHS students will have and update annually a Personal Graduation Plan with the counselor to assist with post-secondary enrollment/completion.	Counselor	2016-2017 school year	Information brochures Career Planning Software	PGP plan in student's file	All	All	A				
1.15 CHS will implement a new certification program this school year and review additional certification options.	CTE Director HS Principal	2016-2017	Curriculum for certification	Documentation of certification	All	d f	CT				

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Goal Topic 2: Staff Quality

Goal Narrative #3. Recruit and retain outstanding teachers, administrators, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
2.1 Restructure staff development by implementing a collaborative learning environment in which teachers study data, assess needs, analyze lessons, assignments, and student work to improve instruction. a. Staff will receive extensive technology training to support this strategy b. LEA will reimburse teachers for certification fees required by the district.	Campus Principal	2016-2017	<u>Local Funds</u> \$49,785	Student test scores Time devoted by teachers to professional learning community structure Teacher feedback regarding staff development format	a b c d e	d e f g h	A				
2.2 Recruit, hire, and provide support for certified teachers and qualified minority teachers and administrators to develop a professional staff that is more reflective of the ethnicity of the student population with emphasis on special programs such as Special Education, ESL and CTE. a. job vacancies will be posted on district website and multiple websites. b. attend job fairs. c. consider stipends and hiring packages.	District and Campus Administrators	*Annually	Human Resources and time <u>Title IIA - \$2,559</u> <u>Local Funds</u> - \$1,200	Hiring statistics by ethnicity based on applications Results of recruiting visits to colleges Professional staff participation in support system programs. Exit interview and survey data from minority teachers.	a b c d e	d e f g h	All				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
2.3 Provide all staff with ongoing training opportunities in working with students of diverse needs to include the following subpopulations but not limited to: Special Education, Bilingual/ESL, 504, at-risk, dyslexic and GT students. Examples: <ul style="list-style-type: none"> • cultural diversity training, • ESL certification support, • online GT training. • ESL Instructional strategies • Accommodation implementation in the classroom a. Newly hired pre-K through 12 th grade teachers will receive training or provide evidence on Sheltered Instruction b. Staff will receive training on Behavior Intervention Strategies c. Teachers will receive training on differentiated instruction	District and Campus Administrators	Each semester 2016-2017 school year	-Strategies for differentiating instruction will be included as part of the district's staff development plan. -Comprehensive Needs Assessment conducted by DWC CTE: \$4,250 CP: \$17,708 Special Ed Funds: \$500 Local Funds: \$45,035 Bilingual Allotment: \$810 Title IIIA: SSA with ESC 20	Comparison of student achievement by diverse groups Participation of staff in training opportunities Trends in complaints and feedback attained Mean Number of ESL certified teacher <ul style="list-style-type: none"> • Sign-in sheets • Certificates of attendance • Reports Improvement of State Accountability and PBMA	All	a c d e f g	M B A R S				
2.4 Teachers will participate in specific professional development activities to prepare for the implementation of the new curriculum TEKS.	Superintendent Curriculum and Instruction Director Campus Principals	2016-2017 school year	Local funds \$49,785	Certifications of completion in teacher's personnel folder.	All	All	A				
2.5 Provide high quality, focused, and sustained PD that is aligned to the State's academic content standards (TEKS)	Campus Principals	2016-2017	Local Funds - \$49,785	Certifications of completion in teacher's personnel folder	All	All	A				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
2.6 Hire certified teachers to meet the needs of campus enrollment and reduce class sizes when needed and to provide staff development activities.	Superintendent Campus Principal	2016-2017	<u>Title IIA</u> – Teacher salary	Human Resources documentation	All	e	A				
2.7 Review participation requirements for STAAR-alt., EOC with all district ARD committees.	Special education personnel District ARD committees	2016-2017	Human Resources and Time	Sign-in sheet Agendas	All	a b c d e f h	S				
2.8 Utilize internal audit system to monitor the implementation of documentation and ELL strategies.	Campus Principals ELL Director	Each semester 2016-2017 school year	Human Resource and Time	Walk-through evidence will support the use of ELL strategies Individual student folders will contain all required LPAC documentation. Improve State Accountability and PBMAS	All	d f h	T B AR				
2.9 Develop and implement a staff retention plan focusing on: a. survey results b. salary studies c. budgets	Superintendent Business Manager Principals	Annual survey results in May Salary Study– Annually	HR Manual	Retention rate at the beginning of each school year will reflect 90% or greater.	All	e h	A				
2.10 Staff will be evaluated following board policies.	Superintendent Principals Directors	Policy timelines will be followed.	Human Resources and Time T-TESS Eduphoria	T-TESS Summative Evaluations Annual T-TESS report	All	e h	A				



Goal Topic 3: Community Relations

Goal Narrative #5. Create community through a high level of engagement between staff and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
3.1 Identify existing and develop new relationships, organizations, and corporate partners within the community and celebrate and recognize these relationships.	Campus Principal Superintendent	Every six weeks	Human Resources and time <u>Local Funds</u> - \$6,500 School Resource Officers	<ul style="list-style-type: none"> Existing relationships New relationships Recognition 	All	All	All				
3.2 Develop a vehicle for secondary student groups to connect, volunteer, and mentor with middle and elementary school students (i.e. community service hours).	Campus Principal Department Heads	Once a semester Annually	Community Resources Human Resources and Time	<ul style="list-style-type: none"> Volunteer handbook for students; district-generated presentation (i.e. PowerPoint) of volunteer policies and procedures Volunteer handbook; report of student connection partnerships List of suggested ideas for partnerships and record of student participation and dates. 	All	c d e f g	A				
3.3 Develop parent education programs (i.e. Evening Study Center, homework assistance centers, etc.). Classes such as GED, Parenting, Citizenship, English Speaking, etc.	Campus Principal Superintendent Counselor	Beginning of each semester	Human resources and time Campus facilities	<ul style="list-style-type: none"> Evening Study Center attendance rosters and waiting lists Compilation of parent education programs and activities into a district portfolio Invitations, sign-in sheets, & other printed documentation; advertisements 	a b c d e	a c d e f g h i	A				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
3.4 Increase parent access options to district curriculum, lesson plans, grades, student activities, and programs. a. Utilize Schoology district-wide b. TxConnect -Parent Portal c. Parent Resources on District website	District Level Technology Campus Technology Teachers	Every six weeks	District Technology and teacher resources	<ul style="list-style-type: none"> Documentation of training; counter results Sample content from school websites; counter results Documentation of meetings, including agendas, sign-in sheets, handouts, evaluations Brochure, Parent survey results; counter results 	a b c d e	a c d e d f g h i	All				
3.5 Increase communication between the district and non-English speaking parents about the school system rules, regulations and guidelines to include: a. Informational Sessions at all three campuses. b. holding 2 yearly Bilingual meetings at CES.	Campus Principals	Annually	Title IA -Stipends \$3,580 Parent informational brochures written in Spanish	<ul style="list-style-type: none"> By the end of September 2016, each campus will hold a Spanish speaking open house to discuss the school systems rules, regulations and guidelines. Parent Information brochures/handouts will be written in Spanish. Original forms will be kept on file at the campus level Teachers will submit letters to campus principal to be maintained on the campus. Bilingual/ESL program brochure will be posted on District Website Improve State Accountability and PBMAS 	All	All	A				

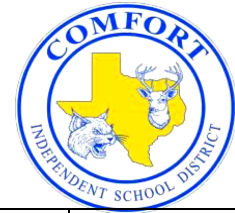
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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
3.6 Utilize Webpage, newsletters, newspaper articles or updates to inform parents and the community of district information.	District and Campus Administration	2016-2017 school year	No expenses	Documents published and/or presented to the community.	All	All	A				
3.7 Provide an After School and Summer School Program for all students 5-13 years of age. (Partnership with Boys and Girls Club)	Superintendent Elementary Administration	2016-2017 school year Summer of 2017	-Designated staff to monitor students for pick up after school. -Provide B&G Club ten computers for learning laboratory.	-Nonprofit organization to provide children homework assistance and computer based tutorial service. -Nonprofit organization to provide children WIFI access for students.	All	a b c f g	A				
3.8 The district will increase teacher, student and parent awareness of sexual abuse of children through the implementation of a district policy.	Campus counselors Campus principals Superintendent	2016-2017 school year	Human resources and time	Documentation of meetings. Posting of policy on district and campus websites. Information contained in student handbook.	All	a c e f g	A				
3.9 Utilize Parent Resource Center.	Elementary Counselor	2016-2017 school year	Human Resources and Time, Facility space	Parent Resource Centers logs.	All	a c f g h	A				
3.10 Increase parent communication concerning school closures and important dates/events.	Superintendent Campus Principals Technology Director	2016-2017	<u>Local Funds</u> : \$2,500	Documentation of announcements and dates, parent survey results.	All	a f g i	A				
3.11 Communicate volunteer programs on campuses for adults and after school options for students.	Superintendent Principals Counselors	Annually	Human Resources and Time	Increase in the amount of volunteers at each campus. Annual Volunteer Report	All	a c f g	A				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
3.12 Through various forms of media, presentations will be made to the community through a variety of organizations.	Administrators	2016-2107 ongoing	Human Resources and Time	Number of presentations	All	a c f g h	A				
3.13 Parent Conferences will be held throughout the school year for multiple purposes to include, but not limited to: a. grades b. interventions c. state assessments d. tutorials e. classroom expectations	Curriculum and Instruction Director Campus Principals Teachers	2016-2017	Human Resources and Time	Increase parent engagement Improve State Accountability and PBMAS	All	a c f g	A				

Goal Topic 4: Safe Environment

Goal Narrative #1. Provide a safe environment for all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
4.1 Utilize character educations programs for K-12 to emphasize and promote positive citizenship traits.	District and Campus Administrators Campus Counselors Teachers	2016-2017 School Year	Activity Funds	Student recognition for positive citizenship will be done on each campus throughout the school year. Discipline incidents will decrease district wide.	All	a b c d e f h	All				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
4.2 Develop and implement as well as evaluate current programs and policies that are used to prevent and decrease incidents of harassment, bullying, and dating violence.	District and Campus Administrators Campus Counselors	2016-2017 School Year	Human Resources and Time	Incidents of harassment, bullying and dating violence will decrease district wide.	All	All	All				
4.3 Utilize positive behavior management programs to promote appropriate student behavior. a. FOCUS program will be utilized at all three campuses.	Campus Administrators	2016-2017 School Year	Human resources and time	Discipline incidents will decrease district wide. Improve PBMAS	All	a b c d f g h	CT S				
4.4 The SHAC committee shall meet on a regular basis to review existing student health programs and develop new programs to promote student health as needed.	Superintendent District Nurse	2016-2017 School Year	Human resources and time	Agendas and minutes for the meetings will be kept on file. Student health will continue to improve district wide.	a b c d e	a c d e f g h i	A				
4.5 Promote student self-discipline in the event of an emergency, the campuses will perform required safety drills.	Superintendent Campus Administrators Director of Transportation	2016-2017 School year	Human resources and time Buses	Required documents will be completed as per state mandates, regulations and timelines.	All	All	A				
4.6 All campuses will implement additional options for the discipline of special education students that includes time outside of the instructional day.	Campus administrators	2016-2017 school year	Human resources and time	Discipline referral documents Reduced ISS placements for special education students. Improve PBMAS	All	f g	S				
4.7 Utilize the services of a “drug” dog to randomly search campuses for drugs.	Superintendent Campus Principals	2016-2017	\$250 per visit at 10 visits = \$2,500 <u>Local funds</u>	Documentation of campus visits and findings will be submitted.	All	c g	A				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
4.8 District and Campus Emergency Operation Plans (EOP) will be edited and revised annually.	Superintendent Campus Principals Director of Operations Audit Committee	Annually	Kendall County Sheriff's Department	District and Campus Emergency Operation Plans	All	f g	A				
4.9 Utilization of School Resource Officer for safety and awareness programs, and for campus assistance to administrators and staff.	Superintendent Campus Principals	Annually	Kendall County Sheriff's Department	Successful Events	All	a c f g	A				
4.10 Utilization of elementary school crossing guard in the morning and afternoon.	Superintendent Elementary School Principal	Daily	Kendall County Crossing Guard Grant	Person on Duty	All	e g	A				
4.11 Upgrade, repair and maintain current security systems at all three campuses within the district.	Superintendent Technology Director	Annually	<u>Local Funds</u> - \$16,575	Reduced incidents of student misconduct	All	g	A				
4.12 Conduct facility assessment and develop future facility plans.	Superintendent Director of Operations Facility Improvement Committee	Annually	\$22,000 - <u>Designated Fund Balance</u>	Annual Facility Assessment Report, agendas, minutes of meetings	All	g h	A				
4.13 Incident reports will be reviewed every 6-weeks. a. Discipline data into TxEIS will be verified every 6 weeks.	Superintendent Principals Assistant Principals PEIMS District Coordinator	Each 6 weeks	TxEIS Human effort and time	Completed, verified, and signed PEIMS reports End of Year Evaluation of all district data	All	g	A				
4.14 District will continue to utilize board approved policies addressing sexual abuse and other maltreatment of children.	Superintendent Principals Staff	2016-2017 school year	Board policies Human effort and time	Incidents of abuse and maltreatment documentation follow board policies	All	e f g	A				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
4.15 Staff, students, and community will be trained on providing a safe environment. a. All employees will wear ID badges while on a CISD campus.	Administrators Counselors Teachers FOCUS staff SRO	2016-2017 school year	Local Funds \$5,000 Human Resource and Time Student and Employee Handbook	Agendas, training documents, Sign-in sheets	All	a g	A				
4.16 Continue cyber security training as it relates to one-to-one program.	Technology Staff Administrators Teachers	Ongoing	Local Funds \$5,000	Agendas, sign-in sheets, webpage	All	g i	A				

Goal Topic 5: Fiscal Responsibility

Goal Narrative #4. Maintain a strong financial position with effectively addressing future educational and facility needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation	A G	P G	T P	Formative Reviews			
								Nov.	Jan.	Mar.	Jun.
5.1 Support district goals. a. Student achievement b. Staff Quality c. Community Relations d. Safe Environment e. Fiscal Responsibility	District and campus administrators Staff	Ongoing	Federal Funds State and Local Funds Designated Fund Balance	Expenditure Reports Facility Assessment Annual Report	All	All	A				
5.2 Maintain a six month reserve.	Superintendent Business Manager	Ongoing	Expenditure Reports (\$5,342,676)	Audits will reflect a six month reserve.	All	All	A				



Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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School District:	Priority for Service (PFS) Action Plan	Filled Out By: Mari Lester
Region: Region 13 ESC, Migrant Shared Service Arrangement		Date: August, 2017
School Year: 2017- 2018		

Goal(s): To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.	Objective(s): To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Every month, beginning in September	Region 13 ESC Migrant Staff	PFS Reports/email PFS Reporting Form
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	At the beginning of every school year	Region 13 ESC Migrant Staff SSA District Contact	PFS Action Plan District Improvement Plan Attachment
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation

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Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	At the beginning of the school year and as needed	Region 13 ESC Migrant Staff	E-campus Files SSA Meeting Agenda PFS Action Plan
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Ongoing, as needed	Region 13 ESC Migrant Staff SSA District Contact	PFS Criteria Home visit/parent communications
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Ongoing, as needed	Region 13 ESC Migrant Staff	PFS Student Progress Report Home visit/parent communications
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing, as needed	SSA District Contact Region 13 ESC Migrant Staff	PFS Student Progress Report
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing, as needed	Region 13 ESC Migrant Staff	ESSA Supplement vs Supplant criteria
Additional Activities			
<ul style="list-style-type: none"> 			

Mari Lester
LEA Signature

8/21/17
Date Completed

[Signature]
ESC Signature

8/21/17
Date Received