Comfort Independent School District

District Improvement Plan

2019-2020

Accountability Rating: B

Public Presentation Date: September 30, 2019

Mission Statement

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

Vision

Excellence through cultivating hearts and minds.

Table of Contents

Goals

Goal 1: Safety - Provide a safe environment for all stakeholders.

Performance Objective 1: Campuses will implement consistent guidelines and practices regarding the safety and security of facilities, as measured by 100% completion of updated campus emergency plans and required drills.

> **Evaluation Data Source(s) 1:** Required drill completion reports
> Campus emergency plans
>
> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will assist campuses with campus safety plans and ensure that each campus understands what to do in an emergency.		Director of Operations, Safety, and Student Services	1 - improve safety drill response time 2 - campus feedback and revision of plans	25%	50%		
2) Staff will participate in professional development on suicide prevention, bullying, sexual harassment, confidentiality and FERPA, child abuse and neglect (including sexual abuse), and conflict resolution/violence prevention programs.		Assistant Superintendent; Campus Principals	1 - reduction in mental health related behaviors; bullying, discipline problems 2 - detection and de-escalation of conflict and violent actions/offenses	100%	100%	100%	
3) Completion of updated campus emergency plans and required drills.		Director of Operations, Safety, and Student Services; Campus Principals	Students and staff practice and improve the efficiency of completing emergency plan and required drills	25%	50%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 1: Safety - Provide a safe environment for all stakeholders.

Performance Objective 2: Implement systems that provide staff with the support needed to create and maintain a safe and respectful school/classroom culture that enhances the teaching and learning environment, resulting in improved positive student behavior.

Evaluation Data Source(s) 2: Discipline reports; PBMAS data; six weeks grades; student quintile teacher reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Refresh training modules on PBIS and Jo Mascorro discipline management techniques and provide team training to increase the effectiveness of teachers dealing with students with behavior issues and how to respond/prevent unwanted physical or verbal engagement and sexual harassment	2.4, 2.5, 2.6	Assistant Superintendent; Campus Principals	1 - reduction in discipline referrals; 2 - improved teacher RTI processes as evidenced in lesson plans and quintile reports 3 - improved student formative assessment performance in Eduphoria and six-week grades	100%	100%	100%	
	Problem Statements: School Culture and Climate 1						
2) Provide positive behavior support for students who achieve excellence in academics and discipline standards; provide training in dating violence; training and awareness of sexual abuse, sex trafficking, and other maltreatment of children; bullying policy FFI (Legal) and FFI (Local) implementation and awareness through behavior programs		Campus Principals; Counselors; Teachers	1 - increase participation in school activities; 2 - increase performance outcomes in school activities; 3 - increase attention on student academic success 4 - reduce discipline referrals 5 - awareness of signs of dating violence and maltreatment of children and knowledge of resources for assistance 6 - reduction of incidents of bullying	100%	100%	100%	
3) Maintain a DAEP that keeps students on track with their coursework and graduation plans; provide counseling services as needed; assists with transition back into regular school environment; and reduces/eliminates recidivism		Campus Principal Counselors Teachers DAEP Teacher	1 - reduction/elimination of recidivism 2 - students exit DAEP on track for graduation	50%	50%		

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: Some students and student groups excel at CISD while other students and student groups continue to struggle. **Root Cause 1**: Not all of our engaging experiences are actually engaging all learners.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 1: RYHT CAG STRATEGY 1: Implement a system of district-wide instructional strategies with excellence and equity to narrow the achievement gap.

Evaluation Data Source(s) 1: formative assessments; RYHT action plan formative assessment; data meeting schedules; Lead4ward reports; STAAR; Domain 3 score

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) All teachers will use TEKS Resource System and TEX Guides as the curriculum in planning lessons and assessments.	2.4, 2.5, 2.6	Assistant Superintendent; Campus Principals; Teachers	1 - Academic vocabulary for unit will be introduced 2 - Prior academic vocabulary will be reviewed/retaught 3 - Common misunderstandings from TEKS Resource System will be a component of the unit 4 - Benchmark/TEA interim assessment schedule will be utilize to progress monitor student achievement in November/February	25%	45%		
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: 211 Title I, Part A - 0.00, 263 Title III - LEP - 0.00							
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Data meetings will use Formative assessment data collected through Eduphoria and Lead4ward to help make instructional decisions to drive instruction.	2.4, 2.5, 2.6	Assistant Superintendent; Campus Principals; Teachers	1 - Lead4ward quintile reports and Leadership Report Card/Teacher Learning Report will be used to drive instructional grouping and measure progress. 2 - Student quintile teacher report will be used to monitor growth and drive instructional grouping.	25%	50%		
Problem Statements: Student Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 3) Prek-3rd grade reading strategies to promote literacy and numeracy; data meetings used to plan instruction and student groupings; use of appropriate technology in order to implement literacy, numeracy, and student achievement data	2.4, 2.5, 2.6, 3.1, 3.2	Assistant Superintendent; Technology Director; Campus Principal Teachers	1 - literacy plan for PreK-3rd grade 2 - numeracy plan for PreK-3rd grade 3 - Istation data used as universal screener each month to measure growth 4 - lesson plans/student groupings/Bobcat Block influenced by Istation data 5 - Lead4ward quintile reports show levels of growth 6 - all students reading on grade level 7 - addition of technology software or hardware (with supporting training) to support literacy, numeracy, and/or student achievement data platform	25%	50%		
	Problem Statements: Demographics 1						
	Funding Sources: 211 Title I, Part A - 0.00, 255 Title II, Part A, TPTR - 0.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The demographics of the students in Comfort ISD are changing. Student data shows that an achievement gap exists in student performance in our district because Hispanic, Economically Disadvantaged, ELL, and Special Education student subgroups do not perform as well on STAAR (at approaches, meets, and masters) as the White student subgroup. **Root Cause 1**: There has not been a consistent system in place to monitor student growth and implement with fidelity differentiated strategies to meet specific student needs rather than a one size fits all model.

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

Curriculum, Instruction, and Assessment
Problem Statement 1: The use of TEKS Resource System and TEX Guides for lesson planning has been inconsistent. **Root Cause 1**: Some teachers were unsure how to access these resources and they have not been part of the instructional planning or expectations for teachers and curricular conversations with principals.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 2: Increase the number of students taking advanced courses, college entrance exams, and who are college and career ready as measured by Domain 1 CCMR score.

Evaluation Data Source(s) 2: TAPR, Domain 1 CCMR score

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PreAP and AP course opportunities provided for students through teacher training, open enrollment access for students, and demographics for advanced academic course enrollment mirroring the campus enrollment	2.4, 2.5	Assistant Superintendent; Campus Principals; Counselors; Teachers	1 - teachers obtain PreAP and AP certificates 2 - open enrollment for advanced academic courses 3 - increase the number of economically disadvantaged and Hispanic sub-population students completing advanced academic coursework 4 - increase the number of students earning a criterion score on the AP exam	10%	30%		
Problem Statements: School Culture and Climate 1							
Funding Sources: 211 Title I, Part A - 0.00							
2) Continue to provide college credit opportunities for students through dual credit MOUs and OnRamps	2.5, 3.1, 3.2	Campus Principals; Counselors; Teachers	1 - Parent meeting for dual credit and OnRamp courses 2 - Increased number of students earning college credit while in high school	35%	50%		
RDA **Equity Plan Strategy** 3) Provide information for middle school and high school students and parents, teachers and counselors about higher education admissions and financial aid opportunities	2.5, 2.6, 3.1	Campus Principals Counselors Business Manager Teachers	1 - 100% of seniors and juniors take SAT or ACT 2 - courses and RTI period (Excel, tutorials, Bobcat Block) promote student growth and academic vocabulary supporting SAT or ACT achievement through teacher planning 3 - higher education admissions and financial aid opportunities and meetings 4 - information about the TEXAS grant program and the Teach for Texas grant program provided 5 - counselor webpage for educational admissions, finanical aid, and how to make informed decisions to be prepared for success beyond high school	55%	55%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Connect high school to career and college 4) Students complete a coherent sequence of CTE courses and earn associated professional certification	2.4, 2.5, 2.6	Campus Principal Counselor CTE Teacher	1 - develop a schedule of CTE courses and associated professional certifications 2 - increase the number of students earning professional certification through CTE program 3 - counselor webpage on CTE careers and salaries 4 - develop list of industry certifications students can earn through CHS CTE courses	40%	50%		
	Problem Statements: School Culture and Climate 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 2 Problem Statements:

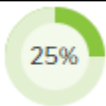| School Culture and Climate |
|---|
| **Problem Statement 1**: Some students and student groups excel at CISD while other students and student groups continue to struggle. **Root Cause 1**: Not all of our engaging experiences are actually engaging all learners. |

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 3: Improve student subgroup performance for special population groups including ELL, GT, 504, dyslexia, at risk, and special education

    Evaluation Data Source(s) 3: STAAR results, PBMAS, TAPR

    Summative Evaluation 3:

    Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools	2.4, 2.5, 2.6	Campus Administrators Teachers	Increased STAAR results Improved PBMAS results	25%	25%		
1) Accelerated Instruction will be utilized daily to include before, during, and after school to provide early and immediate educational intervention for all students.	**Problem Statements**: School Culture and Climate 1 **Funding Sources**: 211 Title I, Part A - 0.00, 255 Title II, Part A, TPTR - 0.00, 263 Title III - LEP - 0.00						
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools	2.4, 2.5, 2.6	Campus Administrators ELL Campus Coordinators ESL Teachers	STAAR PBMAS Walkthroughs	25%	25%		
2) Language programs will be utilized for LEP students as supplemental instruction.	**Problem Statements**: School Culture and Climate 1 **Funding Sources**: 211 Title I, Part A - 0.00, 263 Title III - LEP - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Use of differentiated instructional strategies as documented through weekly walkthroughs.	2.4, 2.5, 2.6	Campus Administrators	Increased STAAR results for students in special populations.	25%	40%		
	Problem Statements: School Culture and Climate 1						
RDA **Equity Plan Strategy** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools 4) Utilize data analysis to target district, campus, and student needs every six weeks.	2.4, 2.5, 2.6	District and Campus Administrators Team Leaders Department Heads	STAAR PBMAS Walkthroughs Performance Assessments	25%	50%		
	Problem Statements: Student Achievement 1						
	Funding Sources: 211 Title I, Part A - 0.00						
5) Students will have access to credit recovery to assist them in obtaining credit in order to obtain a high school diploma.	2.6	CHS Principal	Improved graduation rates.	20%	50%		
6) Utilize a scope and sequence for daily instruction that is aligned to the ELPS to serve EL students within the regular classroom.	2.4	Campus Administrators; Teachers; EL Coordinators	1 - Increase in achievement for LEP students. 2 - focus on vocabulary	25%	25%		
	Problem Statements: Demographics 1						
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math 7) Provide SIOP (Sheltered Instruction Observation Protocol) training for all teachers.	2.4, 2.6	Superintendent Assistant Superintendent for Curriculum and Instruction	Increase in achievement for students in special populations.	30%	30%		
	Problem Statements: Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 8) Technology software/hardware and associated professional development to implement and sustain with fidelity		Assistant Superintendent Technology Director Campus Principals Teachers Program Coordinators	Increase in achievement for students in special populations as measured on benchmarks, quintile reports, and STAAR	30%	50%		
	Problem Statements: School Culture and Climate 1						

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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The demographics of the students in Comfort ISD are changing. Student data shows that an achievement gap exists in student performance in our district because Hispanic, Economically Disadvantaged, ELL, and Special Education student subgroups do not perform as well on STAAR (at approaches, meets, and masters) as the White student subgroup. **Root Cause 1**: There has not been a consistent system in place to monitor student growth and implement with fidelity differentiated strategies to meet specific student needs rather than a one size fits all model.

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

School Culture and Climate
Problem Statement 1: Some students and student groups excel at CISD while other students and student groups continue to struggle. **Root Cause 1**: Not all of our engaging experiences are actually engaging all learners.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 4: TARGET ELEMENT
MATH - student performance on STAAR will increase:
Elementary 89% to 94% for approaches; 49% to 54% for meets; 24% to 29% for masters
Middle School 81% to 86% for approaches; 41% to 46% for meets; 15% to 20% for masters
High School 84% to 89% for approaches; 66% to 71% for meets; 36% to 41% for masters

Focus groups for closing the gap by meeting and mastering grade level standards:

Meets:
Economically Disadvantaged 43% to 48% for elementary; 29% to 34% for middle school; 54% to 59% for high school;
Hispanic 42% to 47% for elementary; 29% to 34% for middle school; 54% to 59% for high school
LEP 34% to 39% for elementary; 10% to 15% for middle school; 43% to 48% for high school
Special Education 15% to 20%; for elementary; 6% to 11% for middle school; 38% to 43% for high school

Masters:
Economically Disadvantaged 18% to 23% for elementary; 7% to 12% for middle school; 24% to 29% for high school
Hispanic 16% to 21% for elementary; 11% to 15% for middle school; 28% to 33% for high school
LEP 6% to 11% for elementary; 0% to 5% for middle school; 14% to 19% for high school
Special Education 9% to 14% for elementary; 3% to 8% for middle school; 0% to 5% for high school

Evaluation Data Source(s) 4: 2019-2020 STAAR

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) analyze prior year data using the Lead4ward strategies	2.4, 2.5, 2.6	Teacher Campus Principal	1 - formative assessments 2 - students at meets or masters	25%	50%		
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) develop interventions based on prior year data, in class observations, and formative assessments	2.4, 2.5, 2.6	Campus principal Teacher	1 - common formative assessment data, lesson plans differentiation, data meeting agenda items 2 - Lead4ward quintile reports 3 - Student quintile teacher reports 4 - RTI periods plans (Excel, Tutorials, Bobcat Block) 5 - data meeting agenda/schedule	25%	50%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

Curriculum, Instruction, and Assessment
Problem Statement 1: The use of TEKS Resource System and TEX Guides for lesson planning has been inconsistent. **Root Cause 1**: Some teachers were unsure how to access these resources and they have not been part of the instructional planning or expectations for teachers and curricular conversations with principals.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 5: TARGET ELEMENT
READING - student performance on STAAR will increase:
Elementary 79% to 84% for approaches; 37% to 42% for meets; 15% to 20% for masters
Middle School 80% to 85% for approaches; 48% to 53% for meets; 23% to 28% for masters
High School 72% to 77% for approaches; 52% to 57% for meets; 7% to 12% for masters

Focus groups for closing the gap by meeting and mastering grade level standards:

Meets:
Economically Disadvantaged 24% to 29% for elementary; 33% to 38% for middle school; 58% to 63% for high school
Hispanic 24% to 29% for elementary; 35% to 40% for middle school; 37% to 42% for high school
LEP 9% to 14%; for elementary; 3% to 8% for middle school; 0% to 5% for high school
Special Education 9% to 14% for elementary; 14% to 19% for middle school; 5% to 10% for high school

Masters:
Economically Disadvantaged 10% to 15% for elementary; 15% to 20% for middle school; 4% to 9% for high school
Hispanic 8% to 13% for elementary; 16% to 21% for middle school; 3% to 8% for high school
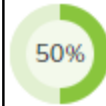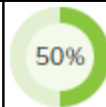LEP 0% to 5% for elementary; 0% to 5% for middle school; 0% to 5% for high school
Special Education 6% to 11% for elementary; 3% to 8% for middle school; 0% to 5% for high school

Evaluation Data Source(s) 5: 2019-2020 STAAR

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) analyze prior year data using the Lead4ward strategies	2.4, 2.5, 2.6	Teacher Campus Principal	1 - formative assessments 2 - students at meets or masters	25%	50%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
RDA **Equity Plan Strategy** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) develop interventions based on prior year data, in class observations, and formative assessments	2.4, 2.5, 2.6	Campus principal Teacher	1 - common formative assessment data, lesson plans differentiation, data meeting agenda items 2 - Lead4ward quintile reports 3 - Student quintile teacher reports 4 - RTI periods plans (Excel, Tutorials, Bobcat Block) 5 - data meeting agenda/schedule	25%	50%		
	Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The demographics of the students in Comfort ISD are changing. Student data shows that an achievement gap exists in student performance in our district because Hispanic, Economically Disadvantaged, ELL, and Special Education student subgroups do not perform as well on STAAR (at approaches, meets, and masters) as the White student subgroup. **Root Cause 1**: There has not been a consistent system in place to monitor student growth and implement with fidelity differentiated strategies to meet specific student needs rather than a one size fits all model.

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

School Culture and Climate
Problem Statement 1: Some students and student groups excel at CISD while other students and student groups continue to struggle. **Root Cause 1**: Not all of our engaging experiences are actually engaging all learners.

Curriculum, Instruction, and Assessment

Problem Statement 1: The use of TEKS Resource System and TEX Guides for lesson planning has been inconsistent. **Root Cause 1**: Some teachers were unsure how to access these resources and they have not been part of the instructional planning or expectations for teachers and curricular conversations with principals.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 6: TARGET ELEMENT
WRITING- student performance on STAAR will increase:
Elementary 76% to 81% for approaches; 28% to 33% for meets; 4% to 9% for masters
Middle School 78% to 83% for approaches; 52% to 57% for meets; 20% to 25% for masters

Focus groups for closing the gap by meeting and mastering grade level standards:

Meets:
Economically Disadvantaged 24% to 29% for elementary; 33% to 38% for middle school
Hispanic 24% to 29% for elementary; 35% to 40% for middle school
LEP 9% to 14% for elementary; 3% to 8% for middle school
Special Education 0% to 5% for elementary; 15% to 20% for middle school

Masters:
Economically Disadvantaged 4% to 9% for elementary; 15% to 20% for middle school
Hispanic 4% to 9% for elementary; 16% to 21% for middle school
LEP 0% to 5% for elementary; 0% to 5% for middle school
Special Education 0% to 5% for elementary; 3% to 8% for middle school

Evaluation Data Source(s) 6: 2019-2020 STAAR

Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) analyze prior year data using the Lead4ward strategies		Teacher Campus Principal	1 - formative assessments 2 - students at meets or masters	25%	50%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) develop interventions based on prior year data, in class observations, and formative assessments		Campus principal Teacher	1 - common formative assessment data, lesson plans differentiation, data meeting agenda items 2 - Lead4ward quintile reports 3 - Student quintile teacher reports 4 - RTI periods plans (Excel, Tutorials, Bobcat Block) 5 - data meeting agenda/schedule	25%	50%		
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 6 Problem Statements:

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

Curriculum, Instruction, and Assessment
Problem Statement 1: The use of TEKS Resource System and TEX Guides for lesson planning has been inconsistent. **Root Cause 1**: Some teachers were unsure how to access these resources and they have not been part of the instructional planning or expectations for teachers and curricular conversations with principals.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 7: TARGET ELEMENT
SCIENCE- student performance on STAAR will increase:
Elementary 58% to 63% for approaches; 39% to 44% for meets; 17% to 22% for masters
Middle School 87% to 92% for approaches; 63% to 68% for meets; 29% to 34% for masters
High School 92% to 97% for approaches; 71% to 76% for meets; 26% to 31% for masters

Focus groups for closing the gap by meeting and mastering grade level standards:

Meets:
Economically Disadvantaged 26% to 31% for elementary; 41% to 46% for middle school; 55% to 21% for high school
Hispanic 20% to 25% for elementary; 42% to 47% for middle school; 53% to 58% for high school
LEP 7% to 12% for elementary; 9% to 14% for middle school; 33% to 38% for high school
Special Education 7% to 12% for elementary; 10% to 15% for middle school; 50% to 55% for high school

Masters:
Economically Disadvantaged 11% to 16% for elementary; 21% to 26% for high school
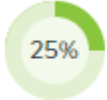Hispanic 10% to 15% for elementary; 5% to 10% for high school
LEP 0% to 5% for elementary; 0% to 5% for high school
Special Education 7% to 12% for elementary; 13% to 18% for high school

Evaluation Data Source(s) 7: 2019-2020 STAAR

Summative Evaluation 7:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) analyze prior year data using the Lead4ward strategies		Teacher Campus Principal	1 - formative assessments 2 - students at meets or masters	25%	50%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) develop interventions based on prior year data, in class observations, and formative assessments		Campus principal Teacher	1 - common formative assessment data, lesson plans differentiation, data meeting agenda items 2 - Lead4ward quintile reports 3 - Student quintile teacher reports 4 - RTI periods plans (Excel, Tutorials, Bobcat Block) 5 - data meeting agenda/schedule	25%	50%		
		Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1					

100% = Accomplished   = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

Curriculum, Instruction, and Assessment
Problem Statement 1: The use of TEKS Resource System and TEX Guides for lesson planning has been inconsistent. **Root Cause 1**: Some teachers were unsure how to access these resources and they have not been part of the instructional planning or expectations for teachers and curricular conversations with principals.

Goal 2: Student Achievement - Excellence in academics and career and technology programs, focused on meeting the needs of all current and future students.

Performance Objective 8: SOCIAL STUDIES - student performance on STAAR will increase:
Middle School 60% to 65% for approaches; 24% to 29% for meets; 10% to 15% for masters
High School 91% to 96% for approaches; 64% to 69% for meets; 27% to 32% for masters

Focus groups for closing the gap by meeting and mastering grade level standards:

Meets:
Economically Disadvantaged 13% to 18% for middle school; 45% to 50% for high school
Hispanic 16% to 21% for middle school; 53% to 58% for high school
LEP 0% to 5% for middle school; 10% to 15% for high school
Special Education 0% to 5% for middle school; 31% to 36% for high school

Masters:
Economically Disadvantaged 3% to 8% for middle school; 14% to 19% for high school
Hispanic 2% to 7% for middle school; 22% to 27% for high school
LEP 0% to 5% for middle school; 0% to 5% for high school
Special Education 0% to 5% for middle school; 0% to 5% for high school
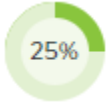
Evaluation Data Source(s) 8: 2019-2020 STAAR

Summative Evaluation 8:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) analyze prior year data using the Lead4ward strategies		Teacher Campus Principal	1 - formative assessments 2 - students at meets or masters	25%	50%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) develop interventions based on prior year data, in class observations, and formative assessments		Campus principal Teacher	1 - common formative assessment data, lesson plans differentiation, data meeting agenda items 2 - Lead4ward quintile reports 3 - Student quintile teacher reports 4 - RTI periods plans (Excel, Tutorials, Bobcat Block) 5 - data meeting agenda/schedule	25%	50%		
	Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

Curriculum, Instruction, and Assessment
Problem Statement 1: The use of TEKS Resource System and TEX Guides for lesson planning has been inconsistent. **Root Cause 1**: Some teachers were unsure how to access these resources and they have not been part of the instructional planning or expectations for teachers and curricular conversations with principals.

Goal 3: Quality Staff - Recruit and retain outstanding teachers, administrators, and staff.

Performance Objective 1: Recruit, hire, retain, and provide support for highly qualified, certified teachers, administrators, and staff.

Evaluation Data Source(s) 1: professional development agendas
IT Support Schedules/Agendas
Data Meeting Schedules/Agendas

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Job vacancies will be posted on district website and other appropriate websites.		District and campus administrators	1 - Recruit highly qualified staff 2 - Support staff to meet certification	50%	50%		
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Provide high quality, focused, and sustained PD that is aligned to the state academic content standards (TEKS).		Superintendent Assistant Superintendent for Curriculum and Instruction Campus Principals	1 - Certifications of completion 2 - Lead4ward reports used in data analysis and lesson planning by teachers 3 - TEX Guides/TEKS Resource System utilized as the curriculum 4 - Eduphoria formative assessments/reporting used for data 5 - Jo Mascorro behavior management techniques used 6 - ESL strategies used in all classrooms especially to improve vocabulary 7 - Istation utilized as universal screener to monitor literacy PreK-5th grade 8 - Doug Curry Fast Lama training on effective instructional practices and culture builders 9 - Eric Jensen training on effective practices	55%	75%		
Problem Statements: Student Achievement 1 - School Culture and Climate 1							
Funding Sources: 211 Title I, Part A - 298000.00, 255 Title II, Part A, TPTR - 0.00							
3) Orientation will be conducted for all new professional staff.		Assistant Superintendent of C&I Campus Administration	Sign in Sheets Agendas	100%	100%	100%	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			
				Nov	Jan	Mar	June
4) Comfort ISD teachers will have provide opportunities for staff development on the topics of: Pregnancy Related Services, drug abuse, conflict resolutions, gang and dating violence, anti-bullying, cyber bullying, harassment, anaphylaxis, civil rights, suicide prevention training, and the importance of parental involvement.		Campus Administration Counselors Assistant Superintendent of C&I	Sign in Sheets Certificates of Completion	100%	100%	100%	
5) Ensure appropriate staff acquires 30 hours of G/T Training and 6 hour annual updates online and/or regional opportunities.		Campus Administration	Certificates of Completion	20%	35%		
		Problem Statements: School Culture and Climate 1					
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 6) Teachers will be provided on-going professional development support throughout the year.		Assistant Superintendent; Campus Principals; IT	1 - IT support sessions provided during teacher conference periods to answer questions and present techniques to incorporate technology applications to planned instructional tasks 2 - Data meetings scheduled to support teachers in lesson planning and making adjustments in lesson planning based on student performance data (Lead4ward reports) 3 - Lead4ward Rockin Review 4 - E-SPED ESL/504 5 - Istation	40%	65%		
		Problem Statements: Student Achievement 1 - School Culture and Climate 1					
		Funding Sources: 270 RLIS - 0.00, 211 Title I, Part A - 34000.00					

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: A performance gap exists (as measured by STAAR at approaches, meets, and masters) among economically disadvantaged, at -risk, Hispanic, ELL, and Special Education student subgroups compared with White student subgroup. **Root Cause 1**: Teachers are beginning to use tools that are monitored with fidelity to support student growth and provide data to inform RTI processes (at approaches, meets, and masters) such as Lead4ward quintile reports with specific names of students to measure quintile growth between each grading period.

School Culture and Climate

Problem Statement 1: Some students and student groups excel at CISD while other students and student groups continue to struggle. **Root Cause 1**: Not all of our engaging experiences are actually engaging all learners.

Goal 4: Finance/Facilities - Maintain a strong financial position with effectively addressing future educational and facility needs.

Performance Objective 1: Maintain a strong financial position with effectively addressing future educational and facility needs.

Evaluation Data Source(s) 1: FIRST rating

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain a 3 - 6 month reserve as recommended by the Texas Education Agency.		Superintendent Business Manager	Continue to strengthen the financial position of the district.	100%	100%	100%	
2) Maintain system to report repair and maintenance for classrooms and campuses.		Director of Operations, Safety, and Student Services; Campus Principals; Business Manager	1 - work order submissions 2 - campus training	40%	60%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: Positive Community Engagement - Create community through a high level of engagement between staff and community members.

Performance Objective 1: Increase parent involvement and interaction with the school.

Evaluation Data Source(s) 1: parent pre/post survey data
sign in sheets/attendance at school events

Summative Evaluation 1:

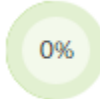| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent Conferences will be held throughout the school year for multiple purposes to include, but not limited to: a. grades b. interventions c. state assessments d. tutorials e. classroom expectations	3.1, 3.2	Campus Administration Teachers	Increased parent participation in child's education.	20%	20%		
Problem Statements: Parent and Community Engagement 1							
2) Annual Title I parent meeting will be convened at a convenient time for parents and all parents will be invited.	3.2	District and Campus administration	Increased parent involvement	100%	100%	100%	
3) The Comfort ISD parent portal will be used to inform parents of student academic progress and attendance.		Technology Department Campus Administration	Sign up requests	100%	100%	100%	
4) District Technology resources such as Facebook, Twitter, Websites, and email will be used to distribute information and inform parents of school activities.	3.1, 3.2	Technology Department Superintendent Campus Administration	Websites Documentation of activities	40%	60%		
Problem Statements: Parent and Community Engagement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy 5) RHYT CAG STRATEGY 2: Develop a district-wide system of student, staff, family, and community partnerships.	3.1, 3.2		1 - district wide survey about family engagement 2 - communication/public relations - campus newsletter (i.e., smore) 3 - communication/public relations - parents sign up for parent portal 4 - teacher leadership development - sharing of best practices 5 - parent/community involvement - curriculum nights, data meetings with parents	35%	65%		
Problem Statements: Parent and Community Engagement 1							
6) Integrate technology in instructional and administrative programs	2.5, 3.1, 3.2	Technology Director Principals Teachers	1 - Use of Parent Portal 2 - Use of TEX Guides & TEKS Resource System 3 - Effective use of 1 to 1 technology program	20%	50%		

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: CISD is in need of additional intentional opportunities to reach out to our parents and community to support students. **Root Cause 1**: Lack of intentional planning to include various community resources to support our students.

RDA Strategies

Goal	Objective	Strategy	Description
2	1	2	Data meetings will use Formative assessment data collected through Eduphoria and Lead4ward to help make instructional decisions to drive instruction.
2	1	3	Prek-3rd grade reading strategies to promote literacy and numeracy; data meetings used to plan instruction and student groupings; use of appropriate technology in order to implement literacy, numeracy, and student achievement data
2	2	3	Provide information for middle school and high school students and parents, teachers and counselors about higher education admissions and financial aid opportunities
2	2	4	Students complete a coherent sequence of CTE courses and earn associated professional certification
2	3	1	Accelerated Instruction will be utilized daily to include before, during, and after school to provide early and immediate educational intervention for all students.
2	3	2	Language programs will be utilized for LEP students as supplemental instruction.
2	3	3	Use of differentiated instructional strategies as documented through weekly walkthroughs.
2	3	4	Utilize data analysis to target district, campus, and student needs every six weeks.
2	3	7	Provide SIOP (Sheltered Instruction Observation Protocol) training for all teachers.
2	3	8	Technology software/hardware and associated professional development to implement and sustain with fidelity
2	4	2	develop interventions based on prior year data, in class observations, and formative assessments
2	5	1	analyze prior year data using the Lead4ward strategies
2	5	2	develop interventions based on prior year data, in class observations, and formative assessments