

Commerce Independent School District

District Improvement Plan

2019-2020



Mission Statement

In partnership with families and community, CISD will provide all students an exemplary education, preparing them to be successful, productive citizens.

Vision

Commerce ISD is a dynamic learning organization committed to excellence for all students and every program.

Value Statement

We believe that..

- * a strong partnership with Texas A & M University- Commerce is the cornerstone to our tradition-rich district
- * trusting relationships in a safe and caring environment are vital to an innovative learning organization
- * quality education promotes collaboration, adaptability, goal setting, critical thinking, and innovation
- * each student should be empowered to realize the opportunities that they have acquired in our District will help them thrive in a global economy

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
District Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.	12
Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.	24
Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.	28
Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.	32
Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.	36
Title I Schoolwide Elements	39
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	39
1.1: Comprehensive Needs Assessment	39
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.2: Regular monitoring and revision	39
2.3: Available to parents and community in an understandable format and language	39
2.4: Opportunities for all children to meet State standards	39
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	40
Campus Funding Summary	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Commerce ISD contains four campuses and serves students from Prekindergarten to 12th Grade. Commerce ISD was established in 1872.

The student population percentages gathered in early October 2019 include

African American- 25%

White- 45%

Hispanic- 21.6%

Asian- 1%

American Indian- .6%

Pacific Islander- 1.2%

Two or More Races- 5.4.%

Economically Disadvantaged- 75.7%

Non Economically Disadvantaged- 24.3%

English Language Learners- 9.5%

At Risk- 58.2%

The District had a 100% Graduation rate for the Class of 2019. The average daily attendance rate for students in September 2019 is 96.22%.

The District serves 103 English Learners and 92 students in Gifted and Talented program, 192 students served through special education program and 7 homeless students.

Demographics Strengths

The District has a diverse population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The District is currently look at accountability percentages. Specifically at African American passing percentages compared to other groups.

Student Academic Achievement

Student Academic Achievement Summary

The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for

- reading and mathematics, grades 3–8
- writing at grades 4 and 7
- science at grades 5 and 8
- social studies at grade 8
- end-of-course (EOC) assessments for English I, English II, Algebra I, biology and U.S history.

Beginning in spring 2016, STAAR English III and Algebra II will be available for districts to administer as optional assessments.

Commerce ISD reviews data and will adjust instruction, provide additional staff training, and create strategic plans to close learning gaps.

For 2018-2019, the District is rated a B under the new Accountability system.

Student Academic Achievement Strengths

Extensive Professional Learning opportunities provided throughout the district

Literacy framework provided and offered at elementary schools using Fountas and Pinnell

Use of Eduphoria for Curriculum, Scope, Sequence and Pacing guides

Use of Eduphoria for Curriculum Based Assessments

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Commerce Middle School is rated an F under the new Accountability rating. **Root Cause:** Effective Schools Framework has outlined some deficiencies. See Targeted Improvement Plan.

District Processes & Programs

District Processes & Programs Summary

Commerce ISD believes that curriculum, instruction, and assessment must all be in alignment for students to be successful. The curriculum is purchased via TEKS Resource system and specifically addresses the needs of our students. We utilize common district assessments that are used across all campuses and aligned directly with the curriculum. Simulation tests are given periodically in each core subject area to assess the strengths and weaknesses of students' mastery of the standards. Data from all tests are used by teachers to reteach, tutor, and provide enrichment when necessary. The Data is housed in Eduphoria for all stake holders to access.

The HR department and Curriculum and Instruction Department is focused on recruiting and hiring qualified staff and providing training opportunities for all of our staff. Commerce ISD has a convocation. CISD also provides ongoing support to new teachers. Professional learning is planned throughout the district to meet the needs of students and staff. District wide Professional Development on District initiatives is purposely planned and developed. Commerce ISD strives to keep salaries competitive on experience and compared to surrounding districts that mirrors student enrollment.

The District has evolved toward a Google application, thus becoming paperless as possible.

The District is enhancing the Mentor/Mentee program.

Commerce ISD has benefited from campus efforts to reorganize themselves into functions and create more efficient campus alignment structures for process development and efficiency. We have two Principals in their third year of Administration. One Principal is in first year Administration, with two Assistant Principals in their second year in the District, as well as one Assistant Principal as first year Administration. One Principal is in his fifth year in their current position. This allows for a new reorganized leadership among all the campuses. These reorganized administrative and instructional efforts have been helpful in developing the vertical plans that will define its impact on our students. The district has also benefited from our partnership with Texas A & M University-Commerce. The ability of campuses to become more functional and agile reflects a desire at all levels of the organization to become more responsive AND more forward-thinking, in order to better serve our stakeholders.

Perceptions

Perceptions Summary

District promotes a positive school culture, encourages and maintains a safe classroom environment, and demonstrates care. District demonstrates respect for diversity and relationships through equality. District supports and has a strong relationship with Texas A & M University-Commerce.

Perceptions Strengths

Partnership with Texas A & M University- Commerce.

Small University community with a tight knit atmosphere.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are addressing behaviors of students that make it challenging for instruction and environment. **Root Cause:** Students are coming to school with lack of resources.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 1: CISD will increase scores on state tests that will meet or exceed the state standards for all subpopulations including increasing mastery performance percentages. Focus will be on growth for each learner. Targeted Goal is one year growth.

Evaluation Data Source(s) 1: STAAR reports, Unit Tests, SLO's, etc will be evaluated.

Summative Evaluation 1:





Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Coordinate the alignment and articulation of instruction both vertically and horizontally to deliver a rigorous curriculum to all students.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Coordinators, Principals, Departments	PLC meetings, agendas				
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Teachers/Principals will use Eduphoria Aware and STAAR data to provide in depth data disaggregation for state and district assessments to target instruction for improvement.</p>	2.4, 2.5, 2.6	Assistant Superintendent, Coordinators, Principals, Teachers, Department Heads	Assessment results, STAAR released data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Utilize data tools (heat maps, curriculum notebooks) to increase teacher understanding and awareness of achievement gaps.	2.4, 2.5, 2.6	Assistant Superintendent, Coordinators, Principal, Teachers	Assessment results, STAAR released data				
Equity Plan Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Conduct walk-throughs to collect classroom instructional data with emphasis on areas targeted in the Fundamental Five	2.5	Assistant Superintendent, Principals, Assistant Principals	Records, Eduphoria logs				
Comprehensive Support Strategy Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 5) Administer, score, and analyze data on TRS unit tests for grades 1-12	2.4, 2.5, 2.6	Principals, Assistant Principals, Coordinators, Teachers, Department Heads	State test accountability reports				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 6) Develop and implement district wide Multi Tiered Support System procedures that provide small group and one on one support for struggling students	2.4, 2.5, 2.6	Assistant Superintendent, Coordinators, Reading Specialists	Student performance data				
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 7) Fully implement the TRS curriculum and unit assessments	2.4, 2.5, 2.6	Assistant Superintendent, Coordinators, Principals, Teachers	Lesson plans, Eduphoria				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 8) Utilize Mentoring Minds and STEMscopes curriculum supplements to address Science, emphasis on subgroups African American, Hispanic, ELL, and Special Education	2.4, 2.5, 2.6	Principals, Coordinators, Teachers	STAAR data				
Comprehensive Support Strategy Additional Targeted Support Strategy Equity Plan Strategy TEA Priorities Improve low-performing schools 9) Focus on instruction for target areas to address Social Studies, emphasis on African American and Special Education.	2.4, 2.5, 2.6	Principals, Coordinators, Teachers	STAAR data				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 10) Review STAAR data and allow for opportunities for teachers to attend Professional Development in areas that are in need of improvement.	2.4, 2.5, 2.6	Principals, Coordinators, Teachers	STAAR Data, Region X, Consultants, Professional Development Conferences				
TEA Priorities Improve low-performing schools 11) Received Texas Afterschool Centers on Education program, or Texas ACE grant and in partnership with Boys and Girls Club. Provide after school enrichment activities for all students. Dinner and after school snack will be offered to all students, as well as transportation.	2.4, 2.5, 2.6	Director of ACE, site coordinators of ACE	Increase measure of one year growth on STAAR. Grant program aim to improve student attendance, behavior, and academics, while providing safe supplemental learning space for students and families who otherwise would not have such opportunities. These grant-funded programs provide high quality supplemental enrichment activities that align with the regular academic program; and programs are encouraged to deliver those activities in creative, hands-on, and exploratory ways.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 12) Adopt a new ELAR program to address English Language Arts and Reading under Proclamation 2020 at CHS.	2.4, 2.5, 2.6	Assistant Supt., Secondary Coordinator, Principals	Quality and sustainable ELAR adoption				
Equity Plan Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 13) Utilize and disaggregate STAAR data to make well informed decisions on instruction, outline goals for Targeted Improvement Plan, and adhere to TEA time line/rubric for submission on TIP to TEA.	2.4, 2.5, 2.6	Principals, Coordinators, Teachers	STAAR data				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.





Performance Objective 2: Title 1 as well as other state and federal fund sources will be used to implement programs and provide support for students who are at-risk as well as students with disabilities.

Evaluation Data Source(s) 2: Use of Data reports will yield what monetary resources were utilized to make progress in specific programs and areas of concern.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Develop instructional support to accelerate the Reading/ELA achievement of At Risk students using Fountas and Pinnell phonics, spelling, and word study system	2.5	Assistant Superintendent, Coordinator, Principals, Dept. Heads	Student products, teacher notebooks, ELA test results				
TEA Priorities Build a foundation of reading and math 2) Students in At Risk situations will receive accelerated instructional strategies during before/after school tutorials and summer session to improve their performance on local assessments, and state tests	2.6	Assistant Superintendent, Coordinator, Principals, Department Heads	Skyward Grades and reports, Local Assessment data				
Comprehensive Support Strategy 3) Ensure that ESL program is research based, responsive to the needs of students, designed, implemented, supported and monitored for impact on student learning.	2.5	ESL Teachers	TELPAS results, LPAC logs				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 4) On assessments, focus on sub group Hispanic and ESL students. TIER Organization and specific focus on improving success in Writing	2.5	Assistant Superintendent, Coordinator, Principals, Teachers	Writing examples, student products, state assessment results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Develop a District Writing plan for all sub groups including African Americans, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners.	2.5	Assistant Superintendent, Coordinator, Principals, Teachers	Writing examples, student products, state assessment results				
6) Partner with TAMU-C students and organizations to provide tutoring to individual students	2.6	Administrators, TAMU-C students	Logs				
7) Involve staff in devising placement options for students with disabilities	2.5	Teachers, Principals, Tri-County SSA	Meeting agendas				
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 8) Provide training to teachers working with Special Education students to analyze data to determine goals in curriculum and instruction. Strategies will be developed to meet identified needs.	2.6	Assistant Superintendent, Director, Coordinator, Campus Intervention Coach	Training agendas, Sign in Sheets				
9) Provide equipment, materials, software and new technology to campuses to increase the numbers of students with disabilities included in the general ed setting	2.6	Principals, Assistant Superintendent, Instructional Technologist	Purchase orders				
Comprehensive Support Strategy 10) CISD will collaborate with Tri-County Coop to provide programs and services to struggling students prior to placement in special education through the CEIS initiative	2.6	Tri County Cooperative, Assistant Superintendent, Coordinator, Special Ed. Staff	Meeting minutes				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 3: Students will be offered a curriculum that includes state of the art technology and programs so that classes simulate real world learning

Evaluation Data Source(s) 3: Use of Eduphoria, TEKS Resource System, Supplemental resources, etc. will drive decisions on quality of curriculum.

Summative Evaluation 3:

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) Integrate instructional technology (iPads, Chromebooks, Promethean boards) into classroom instruction K-2 to support student achievement	2.5	Teachers, Principals, Technology Staff	Lesson plans, teacher observations, training, results from state and local assessments				
2) Inclusion of technology integration efforts in the classroom with both teacher and student by the Instructional Technology Coordinator. Continued support by campus technology integration specialists, or iCoaches.	2.5	Teachers, Technology Staff	Training agendas				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Utilize iPad initiative at CHS to increase student engagement in learning	2.5	Technology Director, Assistant Superintendent, Principals, Teachers	Classwork Walkthrough data targeting integration of technology, Results from state assessments				
4) Partner with the Northeast Texas Children's Museum to provide extended learning opportunities for elementary students.	2.6	Principals Teachers	Schedule				
Funding Sources: 211 - Title I, Part A - 5000.00							
							





Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 4: All students will develop skills for transition from high school to successful, productive citizenship through employment of post secondary education.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Partnership with TAMU-C to address college readiness</p>	2.4, 2.5, 2.6	Assistant Superintendent, Superintendent, TAMU-C personnel	Monthly meeting agendas				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) CISD will pay student tuition for dual credit courses</p>	2.4, 2.5, 2.6	Assistant Superintendent, Superintendent, Principals	Budget summary allocation				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Focus on HB 5, Endorsements, Graduation Plans</p>	2.4, 2.5, 2.6	Assistant Superintendent, Secondary Coordinator, High School Principals, counselors	Multiple endorsement options				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) Develop awareness of post secondary options through college trips and career days to promote a college going culture</p>	2.4, 2.5, 2.6	Community in schools personnel, counselors, Principals, Secondary Coordinator	Agendas				

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 Connect high school to career and college Improve low-performing schools 5) Offer SAT/ACT preparation course for CHS juniors and seniors	2.4, 2.5, 2.6	Assistant Superintendent, Principal, Teachers, Counselors	Student enrollment in SAT/ACT course				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.


Performance Objective 5: Enhance Career and Technical (CTE) opportunities for students


Evaluation Data Source(s) 5: CTE reports, PD evaluations from CTE Co-Op, etc.

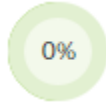
Summative Evaluation 5:


Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Conduct comprehensive review of current CTE offerings, student interest in additional offerings, and facilities to increase CTE programming	2.5	Assistant Superintendent, Vocational Counselor, CHS Principal	CTE course offerings				
TEA Priorities Connect high school to career and college 2) Monitor academic progress of CTE students in the core content areas and provide intensive support for students who are under performing	2.5	Teachers, Principals, Vocational Counselor	Results from TRS unit assessments				
3) Ensure CTE representation in ARDS involving CTE students	2.6	CTE instructor, Special Education Staff, Principal	Notifications of ARDs, CTE's signature of attendance at ARDs				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 6: Students will show continuous improvement on primary assessments instruments including STAR and TEMI

Evaluation Data Source(s) 6: Data Reports

Summative Evaluation 6:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) K-2 teachers will use of TPRI and Benchmark Assessment System to monitor students' reading performance	2.4	Consultants, Coordinator, Technology staff	Attendance logs				
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) Utilize Texas Go Math & Education Galaxy to monitor student progress in mathematics. Emphasis on sub groups African America, Economically Disadvantaged, Special Education, and English Language Learners.	2.4	Coordinator, Teachers, Principals	Lesson plans				
TEA Priorities Build a foundation of reading and math 3) Administer EOY assessments to K-2 students to determine mastery of grade level TEKS	2.4	Teachers, Assistant Superintendent, Coordinator	results from Benchmarks and assessments				
4) Facilitate the transition of preschool children into public school by campus visitation and parent communication	3.2	Early Childhood Teachers	Lesson plans, Agendas, sign in sheets				
							

Goal 1: CISD will provide exemplary programs to ensure that all students are successful learners.

Performance Objective 7: Title 1 as well as other state and federal fund sources will be used to implement school wide programs at grades PreK-Grade 5.

Evaluation Data Source(s) 7: Evaluation of Programs, survey, and look at Data Reports.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Federal, State, and local funds will be coordinated to achieve the most effective use of these resources when implementing programs and services.		Assistant Superintendent, Coordinator, Principals, Teachers, Federal Programs Coordinator	Budge summary sheets				
Funding Sources: 211 - Title I, Part A - 32000.00							
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Programs and services will be designed to meet the needs of all students and include tutorials, remediation and special materials.	2.6	Principals, Teachers, RtI Team	Lesson plans				
3) Provide facilities for Boys and Girls' Club along with new ACE program	2.6	B & G staff, Principal, teachers	Program Activities, Attendance logs				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 1: CISD will provide a safe and orderly environment where students are safe and secure.

Evaluation Data Source(s) 1: Data Reports, feedback from Commerce ISD Police Department, and other evaluative measures.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a 5 year plan for replacement, repairs, and upgrades of District facilities, e.g., roofing and HVAC		Superintendent, Maintenance Director, Finance Director	Budget Financial Analysis				
2) CISD will continue to provide bus drivers and students with training regarding school bus safety		Transportation Director	Sign in Sheets, Training logs, Calendar				
3) Continue to provide campus based character and drug awareness programs.	2.6	Principals	Teacher Lesson Plans, Record of Activities				
4) Continue School Messenger alerts to emergency notification system		Communications Director, Principal, Superintendent	Logs of Phone calls, Summary of Phone call list, Usage report				
5) Continue SHAC Committee	3.1	Director of Health Services	sign in sheets				
6) Maintain a multi-hazard emergency action plan that provides staff training, drills for students and coordination with local agencies.	2.6	Superintendent, Student Resources Officer	Completed plan, training dates, agendas, Logs of Drills				
7) Continue bullying, drug free and dating violence education for students and staff.	2.5, 2.6	Principals, Counselor	Programs, Handouts, agendas				
TEA Priorities Recruit, support, retain teachers and principals 8) Provide training to new employees addressing sexual abuse and maltreatment of children.		Administrators, Counselors	Logs, Sign in Sheets, Meeting agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
9) Attend discipline management updates provided by Region X and TEA		Assistant Principals	PEIMS report				
10) SRO will provide security for the district and conduct safety audit and training		Superintendent, Board of Trustees	Training logs				
11) Continue to provide canine detection and services at CHS and CMS	2.5	Principals, School Police Department	Inspection reports				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 2: CISD will achieve an attendance rate above 97%.

Evaluation Data Source(s) 2: PEIMS data

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campuses will provide incentives to encourage attendance	2.5	Superintendent, Principals, Teachers	Incentives, awards, ADA report				
2) Increase student and parent awareness of EOC/STAAR upcoming test dates	3.2	Principals, Director of Communication	Newsletters, District website, E Messenger				
3) Monitor attendance. Daily reports and contact.		Principals, Attendance clerks	Monitor Attendance, ADA report shows improvement				
4) Provide parent communication regarding the importance of good attendance and mail notifications of excessive absences	3.2	Principals, Assistant Principal, Counselors	Attendance rate improves				
							

Goal 2: CISD will maintain and improve facilities and support systems that enhance a positive learning environment and foster student and community pride.

Performance Objective 3: Students unable to function in the regular classroom due to disciplinary problems will be provided an alternative educational program

Evaluation Data Source(s) 3: PEIMS reports, comparing last year's data to current school year, Professional Development surveys.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 1) Academic instruction will be monitored and coordinated with the student's teacher of record to insure that the student continues to make progress while in DAEP.	2.5	Teachers and Principals	Lesson Plans				
TEA Priorities Improve low-performing schools 2) Counseling services will be provided to individual students to prevent future violations of the Code of Conduct or felony violations.	2.5, 2.6	Counselors	Student Logs, Counseling session logs				
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) Utilize A+ software to maintain course credit and acquisition	2.4, 2.5, 2.6	Teachers, Counselors, Principals	Skyward grades report				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.

Performance Objective 1: Parent and community involvement will increase (i.e., PTO membership, attendance at meeting, events)

Evaluation Data Source(s) 1: Meeting agendas and sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent involvement will be encouraged through volunteer programs, book fairs, family nights and meetings and student/parent activities at each campus.	3.2	Assistant Superintendent, Principals, Teachers	Sign in logs				
2) Hold Student Success Nights at elementary schools to provide fellowship and information sessions for parents regarding the Title 1 Schoolwide Program	2.6, 3.1, 3.2	Assistant Superintendent, Principals, Teachers	Sign in logs				
3) Provide volunteer opportunities		Principals, Personnel Director	Volunteer logs				
4) Maintain Skyward web-based parental access to student grades and attendance records	3.2	Principals	Usage logs				
5) Continue centralized and coordinated online student registration		Directors, Principals	Skyward reports				
6) Provide opportunities to showcase student achievement through open houses, special performances such as the Winter Arts Festival, and CSEEF Foundation dinner	2.5, 3.2	Superintendent, Communication Director	Sign in logs				
<p>TEA Priorities</p> <ul style="list-style-type: none"> Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools <p>7) Community input and interaction on school wide committees will be encouraged through the development of a Graduate profile</p>	2.5	Superintendent, Communication Director, Assistant Superintendent	Committee participation on committees				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Provide family engagement activities via ACE program in partnership with Boys and Girls Club.	2.6, 3.1, 3.2	ACE family Educator Boys and Girls Club Site Coordinators	Increase Family involvement and education.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: CISD will provide timely, open communication and positive parental and community partnership opportunities in our schools.


Performance Objective 2: CISD will improve communication among school staff, parents, students, and community members

Evaluation Data Source(s) 2: Usage Report for School Messenger.


Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide communication documents to reflect board policy regarding End of Course (EOC) exams</p>	2.4, 2.6	Principals, Counselors	Communication logs				
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Provide communication documents to reflect the graduation requirement changes for 2019 graduates and beyond</p>	3.2	Director of Communications, Counselors	Graduation Plan documentation, logs, Agendas, sign in sheets				
<p>TEA Priorities Improve low-performing schools 3) Continue to develop use of social media such as Facebook, Twitter, etc for parent and community communication</p>	3.2	Director of Communications, Principals	Media				
<p>TEA Priorities Improve low-performing schools 4) Campuses will provide timely email bulletin to parents and community</p>	3.1, 3.2	Principals	Copies of bulletin				
<p>5) Partner with Texas A&M University-Commerce to provide support services to campuses. ASPIRE program.</p>	2.5	Superintendent ASPIRE Director TAMUC staff	ASPIRE goals				
<p>TEA Priorities Improve low-performing schools 6) Continue to use School Messenger for non-emergency communication</p>	3.2	Superintendent, Communication Director, Principals	Call log, School Messenger reports				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Improve low-performing schools 7) Continue to use district website to convey information and report news		Communications Director	Web updates				
8) Provide reports on board meetings and campus happenings		Communication Director	newsletters online				
9) Continue Ambassador Program to bring the Commerce ISD story to the community		Superintendent, Assistant Superintendent, Teachers	Meeting agendas				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 1: CISD will achieve 100% HQ staff with a turnover rate of less than, equal to 15%.

Evaluation Data Source(s) 1: Personnel Reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Continue recruiting contact with TAMU-C student observers regarding future employment with CISD		Personnel Director	Letters and contracts on file				
TEA Priorities Recruit, support, retain teachers and principals 2) Provide stipends for advanced degrees to increase teacher retention		Personnel Director, Assistant Superintendent	Budget summary				
Funding Sources: 255 - Title II, Part A - 36000.00							
TEA Priorities Recruit, support, retain teachers and principals 3) Central administration and school administrators will recruit and hire highly qualified teachers with a focus on increasing the percent of minority teachers		Personnel Director, Principals	Recruiting documentation				
TEA Priorities Recruit, support, retain teachers and principals 4) Provide mentor teachers for new staff		Personnel Director, Assistant Superintendent	Agendas of meetings				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 5) Provide stipends for Department Heads, Lead Teachers, Assistant Principals to build capacity and promote leadership.		Personnel Director, Assistant Superintendent, and Federal Programs Coordinator	Budget				
Funding Sources: 255 - Title II, Part A - 7000.00							





Goal 4: CISD will attract and retain qualified employees by providing competitive benefits, compensation and the training and tools necessary for success.

Performance Objective 2: All staff will be provided high quality, research based, sustained professional development

Evaluation Data Source(s) 2: Sign in Sheets and Surveys.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Staff Development opportunities will be provided for teachers, administrators, and paraprofessionals concerning the TRS curriculum/best practices.		Assistant Superintendent, Coordinator, Site based committees	Sign in sheets, Professional development logs				
	Funding Sources: 255 - Title II, Part A - 20000.00						
TEA Priorities Recruit, support, retain teachers and principals 2) Provide training opportunities for teachers to acquire additional certifications (ESL,). Provide training opportunities for CTE teachers who do not hold Teacher certification, to have training in Classroom Management.		Assistant Superintendent, Coordinator, Personnel Director	Certifications				
	Funding Sources: 263 - Title III LEP - 1000.00						
TEA Priorities Recruit, support, retain teachers and principals 3) Provide professional development to support strategies for differentiation of instruction and second language learners		ESL Teachers, Assistant Superintendent, Coordinator, Principals	Classroom observations				
	Funding Sources: 263 - Title III LEP - 1000.00						
TEA Priorities Recruit, support, retain teachers and principals 4) Teachers will receive high quality, intensive, sustained professional development that is classroom focused and is coordinated with ESEA, through Region X Professional Development Cooperative.		Assistant Superintendent/Region 10	Sign in sheets, Professional Development logs				
	Funding Sources: 255 - Title II, Part A - 10400.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 5) Provide staff development for all teachers to implement new technologies in the classroom and allow additional accommodations for special education students in regular education classrooms.		Assistant Superintendent, Principals	Staff Development Records				
TEA Priorities Recruit, support, retain teachers and principals 6) The District will assist campuses in developing and implementing plans to recruit and train teachers to maintain 100% of core academic subject area classes taught by highly qualified teachers		Personnel Director, Principals	Recruitment records				
TEA Priorities Recruit, support, retain teachers and principals 7) Staff Development opportunities will be provided for teachers and administrators with Restorative Discipline Practices to decrease negative student behaviors, increase attendance and provide relationship building.		Assistant Superintendent, Administrators, Teachers	Lesson Plans, Attendance logs, Office Referrals				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 1: CISD will implement measures to ensure efficient and effective fiscal responsibility.

Evaluation Data Source(s) 1: Evaluation of Budget reports.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor the student transportation program for its safety, security and efficiency and make adjustments as needed	2.6	Transportation Director, Finance Director, School Resource Officer	TXDot and local safety inspection records, continuing ed certificates, reports filed with Railroad commission, EP and other government agencies, safety audit reports, evaluations of route descriptions aligned to ridership				
2) Campuses will comply with nutrition policy	2.6	Finance Director, Food Services Director	Year End Review				
TEA Priorities Recruit, support, retain teachers and principals 3) Administer procedures required to keep schools clean, safe, and secure through effective custodial services and preventative maintenance		Finance Director, GCA Supervisor, Director of Operations	Year End Review				
4) Manage an integrated e-purchasing process that complies with all government regulations (Skyward)		Director of Operations and Director of Finance	Annual Audit Report, Plans to Superintendent, FIRST report				
5) Continue working with Energy Education Specialist to oversee District Comprehensive Energy Management Plan/Process started for the CISD Retrofit		Finance Director, Energy Management Specialist	Reduced energy costs				
6) EDGAR compliance for all federal programs		Finance Director, Administrators	Financial reports				



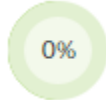

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Develop district procedures and guidelines for prevention, intervention and postvention with students who are identified as depressed and/or suicidal. Created a comprehensive suicide prevention policy. Training for all Administrators with PREPaRE Training.	2.6	Federal Grants Manager Counselors Assistant Supt.	Healthy mental stage for optimal learning for all students.				

Goal 5: CISD will invest resources to ensure that students, parents and the community receive optimal educational services.

Performance Objective 2: CISD will extend a full day Kindergarten.

Evaluation Data Source(s) 2: PEIMS data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Continue a full day Kindergarten to address needs and extended services for Early Childhood students.	2.4, 2.5, 2.6	Coordinator of Family Services/Head Start Principal Coordinator of Federal Programs	Circle Assessments Reading Inventory to yield higher a Reading Readiness				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Each school conducted a CNA by using either survey, discussion in PLCs, activity using 10x10x5, etc to create problem statements, and create action plans.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Yes, each school used teachers, staff, parents, and other stakeholders for input.

2.2: Regular monitoring and revision

Yes, each school is consistently having PLCs to revisit data and make adjustments to instruction and classroom time.

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

Our CISD vision is presented to parents and afforded an opportunity at each school to give feedback.

2.4: Opportunities for all children to meet State standards

Yes, instruction is given to all students to learn new curriculum to meet state standards. See each CIP of each campus.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$5,000.00
1	7	1	Federal Programs Coordinator		\$32,000.00
Sub-Total					\$37,000.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	stipends for advanced degrees		\$36,000.00
4	1	5	stipends		\$7,000.00
4	2	1	staff development		\$20,000.00
4	2	4	Region X PD Cooperative		\$10,400.00
Sub-Total					\$73,400.00
263 - Title III LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	3	Training		\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$111,400.00