

**Chireno Independent School District
District Improvement Plan
2021-2022**

Mission Statement

Chireno ISD will provide a safe learning environment where students will recognize the value of life-long education and will become leaders with an intense drive for excellence.

Vision

Chireno ISD is a composite of many people--its students and their families, its employees, and its community--who recognize that excellence is the standard by which all teaching and learning must be measured.

While each student in Chireno ISD is valued as an individual, excellent educational opportunities for all students must be ensured. Chireno ISD will provide a pleasant, safe environment where each student will develop the skills necessary to be a productive citizen of the Twenty-first Century.

Teachers will serve as facilitators who enable students to think critically, and to synthesize and evaluate information. Teachers will promote respect and self-esteem for everyone. Chireno ISD will provide a core curriculum which includes the most current technology as an integral component. The goal of all school activities will be high student achievement. To this end, teachers will build collegial and collaborative relationships with fellow professionals and other adults of the District.

Parents and community members will know their knowledge, experiences, and opinions are respected. They will support the District and its students through active involvement in classrooms, programs, and organizations.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chireno ISD is a rural community, nestled in the Pineywoods of East Texas. CISD is located on Farm Road 95, just south of the historic El Camino Real. CISD covers portions of Nacogdoches and San Augustine Counties. Students in Pre-Kindergarten through 12th grade are served at one campus location and share multiple buildings. Total student enrollment for CISD based on the 2018-2019 Texas Academic Performance Report is 395.

Students by Grade:	1	0.3%
Early Childhood	21	5.3%
Pre-Kindergarten	28	7.1%
Kindergarten	33	8.4%
Grade 1	35	8.9%
Grade 2	31	7.8%
Grade 3	27	6.8%
Grade 4	30	7.6%
Grade 5	35	8.9%
Grade 6	20	5.1%
Grade 7	37	9.4%
Grade 8	24	6.1%
Grade 9	20	5.1%
Grade 10	22	5.6%
Grade 11	31	7.8%
Grade 12		

Ethnic Distribution:	African American	25	6.3%
Hispanic	69	17.5%	
White	283	71.6%	
American Indian	0	0.0%	
Asian	2	0.5%	
Pacific Islander	0	0.0%	
Two or More Races	16	4.1%	

Economically Disadvantaged	253	64.1%
Non-Educationally Disadvantaged	142	35.9%
Section 504 Students	26	6.6%
English Learners (EL)	32	8.1%
Students w/ Disciplinary Placements (2017-18)	2	0.5%
Students w/ Dyslexia	15	3.8%
At-Risk	179	45.3%

Chireno ISD is served by the Nacogdoches County Schools Special Education Cooperative.

Students with Disabilities by Type of Primary Disability:	51
Total Students with Disabilities	
By Type of Primary Disability	
Students with Intellectual Disabilities	20 39.2%
Students with Physical Disabilities	17 33.3%*
Students with Autism	* 17.6%
Students with Behavioral Disabilities	9 *
Students with Non-Categorical Early Childhood	* *

The following accountability ratings are the most recent available, due to the impact of the COVID-19 pandemic. Ratings from the 2018-2019 school year remain in effect:

CISD 2019 Accountability Rating: B

2019 Special Education Determination Status: Meets Requirements

Chireno High School

2019 Accountability Rating: B

Distinction Designations: Top 25% Comparative Closing the Gaps & Postsecondary Readiness

Chireno Elementary School

2019 Accountability Rating: C

Distinction Designation:

Chireno Independent School District
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Demographics Strengths

Chireno ISD's attendance rate is 95.3%. Our students enjoy coming to school. Incentive days have been started to encourage students to remain at school for the entire school day. Late starts and early sign-outs are being targeted in an effort to have students in attendance-all day, every day. CISD has maintained a 0% drop out rate. This is due to the willingness put forth to communicate and provide flexible schedule options for students at-risk of dropping out. College, career, and military readiness is 68.5%, which is higher than the state average.

Small class size and minimal discipline issues create an environment at CISD that is conducive to learning.

Student Achievement

Student Achievement Summary

Chireno Independent School District

Overall Rating: 88 (B)

Student Achievement: 88 (B)

School Progress: 91 (A)

Closing the Gaps: 82 (B)

Chireno High School

Overall Rating: 88 (B)

Student Achievement: 88 (B)

School Progress: 85 (B)

Closing the Gaps: 87 (B)

Overall performance for Chireno HS increased from 74% in the 2017-2018 school year to 88% in the 2018-2019 school year.

Distinction Designations earned: Post-Secondary Readiness & Top 25%: Comparative Closing the Gaps

Chireno Elementary School

Overall Rating: 76 (C)

Student Achievement: 74 (C)

School Progress: 77 (C)

Closing the Gaps: 74 (C)

Overall performance for Chireno Elementary increased from 69% in the 2017-2018 school year to 76% in the 2018-2019 school year.

Distinction Designation earned: Post-Secondary Readiness

Addendum:

2019 A-F Accountability Overview

Student Achievement Strengths

Each campus increased overall performance. More than half of the tested areas showed increased performance from the previous year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: overall movement from "approaches" to "meets" and "masters"

Problem Statement 2: white student group meeting the state performance target

District Culture and Climate

District Culture and Climate Summary

Chireno ISD strives to create a welcoming and safe environment for students, faculty/staff and visitors. Student work displayed throughout the district creates a sense of pride and ownership for students. Accomplishments of students, teams, and organizations are frequently shared to CISD's social media platforms. District-wide celebrations are planned (i.e. "send-offs") to show support of those competing and representing our school and community. Secondary students are involved with and support activities involving elementary students (field-day, trick or treating, Easter egg hunt). Elementary students are frequently invited to participate in project-based learning with secondary students (egg drop, hot air balloon launch).

CISD faculty and staff support students in and out of school. Teachers often attend events involving their students on their own time (i.e. Little Dribblers). CISD faculty and staff are intentional in developing positive relationships with students. Teachers greet students upon arrival to class and actively monitor hallways during passing periods in an effort to engage with students and minimize distracting behavior.

An incentive program, based on a 6-week cycle is in place to encourage regular school attendance (in attendance for the entire school day) and promote appropriate school behavior. The secondary campus follows a discipline management system to provide consistency with expectations and consequences.

Addendum:

Chireno ISD Plan for Addressing Child Sexual Abuse and other Maltreatment of Children

District Culture and Climate Strengths

Educational opportunities are provided in a timely manner to students to address potential harmful behavior (i.e. vaping).

Upgrades and improvements have been made to existing facilities to address safety during transition within the district (repairs to awnings and new awnings added, repaving of road, leveling of and extensions of sidewalks). New gates have been installed to eliminate visitor traffic to the interior of the district. Exterior lighting has been updated to improve visibility in the area between the gym, high school and cafeteria.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: signage is needed for campus visitors

Problem Statement 2: aging facilities create limitations for improvements

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Chireno ISD strives to recruit, develop, and retain employees who are involved in the community and are focused on positively impacting our students and their families.

The professional faculty members employed by Chireno ISD all possess credentials in their assigned teaching area. All paraprofessionals with instructional duties meet highly qualified status, as required by the Every Student Succeeds Act (ESSA). CISD enjoys a high retention rate of employees. When a teacher leaves the district it is usually related to a change in employment by his/her spouse, promotion opportunity, or retirement. CISD strives to create a culture that is family oriented and makes the small school experience appealing (smaller class size, numerous teacher appreciation activities). The district offers a competitive pay scale, insurance contribution, longevity pay and sign-on bonuses for secondary math and science positions.

District administrators attend the SFA Educator Job Fair to recruit potential employees. Available positions are posted on the Region VII Education Service Center job board and to the CISD webpage.

Professional development is available to all faculty members in an effort to improve instruction. The district provides professional development opportunities based on teacher need, state mandate and feedback from faculty. Chireno ISD also provides training sessions of special interest to education, the school in general and community (ie, Ethics in Education). For less experienced teachers, CISD strives to create an environment that promotes professional growth, support, and collaboration. Providing opportunities to network with other professionals and allowing teachers to take on leadership positions within the grade level or content area assist inexperienced teachers in becoming highly effective, experienced educators.

T-TESS, the teacher appraisal system utilized by CISD is designed to support teachers in their professional development and help them grow and improve as educators. Informal observations, walk through information, and data reflection conversations are methods to provide feedback and strengthen instructional practices.

Staff Quality, Recruitment, and Retention Strengths

CISD provides a competitive salary scale, insurance stipend, and sign-on bonus for Secondary Math and Science.

CISD has a family-oriented school culture, where teachers, students and the community have a shared interest in the success of our children.

All faculty members have the appropriate credential for their assigned teaching area.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: limited opportunity for grade level/content area collaboration

Problem Statement 2: limited housing options in the area

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Chireno ISD strives to deliver an aligned curriculum to teachers, with high-quality, effective teaching techniques for students. The TEKS Resource System is used to determine an instructional calendar for all grades and content areas. Assessments from the TEKS Resource System are administered to ensure testing methods are aligned with the rigor of state assessment. Data from assessments are used to drive instruction and identify strengths and weaknesses in all instructional areas (lesson design, instructional strategies, formal/informal assessment). Following the assessment, teachers and administrators review student performance and discuss weaknesses and strengths. This is the most important part of assessment; we reflect on what we're doing well and discuss areas for improvement. Instructional adjustments are made to meet the needs of students. Chireno ISD utilizes the instructional calendar (the when we teach it resource) and the assessment (evaluation of student learning) components of the TEKS Resource System.

CISD employs a full-time intervention teacher, who designs and delivers targeted assistance in a timely manner to students who are struggling to meet the state's rigorous academic standards. The Response to Intervention (RTI) model is followed, along with a variety of supplemental instructional materials to provide timely and appropriate support to students. Each campus offers a variety of programs to monitor student progress, such as: Study Island, Moby Max, Istation, Edgenuity and IXL. Technology has been added and updated to support student learning. Interactive boards have been updated in several classrooms across the district and Chromebooks have been purchased in class sets to promote student access to technology.

Curriculum, Instruction, and Assessment Strengths

The Response to Intervention (RTI) process is well-established and teachers are well trained in early identification of academic concerns. An intervention period is built into the regular school day for students who have shown a need for additional support. Students at or above benchmark levels are provided time for learning enrichment.

High school students who wish to pursue higher levels of learning, opportunities for Honors and Advanced Placement Courses are offered through Edgenuity and the Texas Virtual School Network. Four college courses (for JR year and SR year) are funded for Juniors and Seniors meeting the criteria for admission at an institute of higher learning and meeting CISD guidelines.

CISD will strive to maintain a low student to teacher ratio across the district and implement differentiated instructional strategies to promote success students for all students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Data disaggregation shows a need for additional training in the area of differentiation. Training should focus on effective instructional strategies for all learners (struggling learners to exceptional learners).

Parent and Community Engagement

Parent and Community Engagement Summary

Chireno ISD believes that all stakeholders need to be engaged in order for our students to succeed. Teachers and parents, along with business and community members provide valuable contributions to the educational experience for Chireno ISD students. By working together and being involved, we can maximize the quality of education for students at CISD.

Chireno ISD wants each parent and community member to feel welcome on campus and know their input is valuable. CISD hosts numerous activities throughout the year and encourages parental involvement. Each campus is identified as Title I, and incorporates the 10 required components of a schoolwide program. In addition to activities hosted on campus, CISD student organizations are active participants in numerous community and county events.

Parents and community members utilize CISD's social media platforms and the school marquee as primary sources of information. The automated calling system is generally used for special situations (late start, bad weather day).

Feedback from school climate surveys is considered in multiple areas, such as (but not limited to): CISD calendar, topics of parent training sessions, training delivery modes/times, school nutrition, health related services, course offerings, school safety and security.

Parents and community members show up for CISD students. Extracurricular events and special programs are always well attended and academic programs are recognized and supported. Parent volunteers are active in numerous student organizations (i.e. BASS club, CIA). It is a challenge to get participation in areas that can be less appealing to parents and community members (federal programs planning and evaluation, district-level committees). Federal program meetings have been scheduled on days aligned with a campus/district event to encourage more participation.

Addendums:

CISD Family Engagement Plan 2019-2020

2019-2020 Parent, Teacher, Student Compact

Parent and Community Engagement Strengths

Numerous opportunities for parents and community members to visit the campus (Grandparent's Day, Veterans Day, Christmas program, etc).

Parent/Teacher/Student/Principal compact outlines expectations for all stakeholders and identifies their role in the educational process.

Academic reports are sent every 3rd week (progress report) and 6th week (report card).

CISD keeps stakeholders well informed of events through the use of social media (Facebook, Instagram & Twitter).

The Parental Portal provides parents access to grades and attendance information online.

Problem Statements Identifying Parent and Community Engagement Needs

Chireno Independent School District
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Problem Statement 1: Increase communication with parents based on positive observations/feedback.

Problem Statement 2: Training for faculty members in the area of effective/results based communication, focused on parents/families in difficult situations.

District Context and Organization

District Context and Organization Strengths

Frequent collaborative of the district leadership team.

Continuous review of district procedures to ensure issues are addressed efficiently and appropriately.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Specify roles and responsibilities for special programs.

Technology

Technology Summary

CISD recognizes the impact of digital learning and online resources within the educational setting. CISD strives to utilize best practices, effective teaching strategies and the best technology resources available to enhance the education of all students.

Technology Strengths

Each classroom has a projector and an interactive white board. A wireless network is available throughout the district, with an internet connection of 100Mbps with fiber optic backbone connecting each building. Students gain experience with a variety of devices-tablets, PCs and laptop computers.

Problem Statements Identifying Technology Needs

Problem Statement 1: CISD will develop a maintenance schedule to ensure devices are replaced as needed.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- PSAT
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Budgets/entitlements and expenditures data





Goals

Goal 1: To improve digital learning, Chireno ISD will train current staff for improved lesson delivery through the use of technology, driven by students and 21st century technology needs, and recruit staff with high levels of digital learning knowledge.

Performance Objective 1: Professional development will target 21st century skills.

Evaluation Data Sources: Formative-number of trainings attended, variety of sessions offered based on teacher need and request

Summative-number of trainings, variety of session topics, total number of participants for the school year

Strategy 1 Details		Reviews			
Strategy 1: Teachers will serve as facilitators for professional development opportunities. Strategy's Expected Result/Impact: Learning opportunities will be based on individual teacher needs. Staff Responsible for Monitoring: Principal, Teacher(s)		Formative		Summative	
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will incorporate newly acquired training in classroom instruction. Strategy's Expected Result/Impact: Students will experience value-added educational opportunities in a digital format. Student data will be reviewed to determine program effectiveness. Programs will be implemented with fidelity. Staff Responsible for Monitoring: Principal, Teacher(s)		Formative		Summative	
		Nov	Jan	Mar	June
0% No Progress  Accomplished  Continue/Modify  Discontinue 					

Goal 2: Chireno ISD will prepare students to graduate with mastery of 21st century skills, with learning standards that promote the capability of students to live, learn, and earn in a free society.

Performance Objective 1: Students will demonstrate creative thinking, problem solving, and soft skills.




Evaluation Data Sources: student presentations throughout the year social, emotional, and academic growth

Strategy 1 Details		Reviews		
Strategy 1: Students will demonstrate creativity, problem solving and soft skills through project based learning. Strategy's Expected Result/Impact: Students will demonstrate new knowledge and skills in a variety of ways. Staff Responsible for Monitoring: Principal, Teacher(s)		Formative		Summative
		Nov	Jan	Mar
				June
Strategy 2 Details		Reviews		
Strategy 2: Students in grades K-6 will participate in Power Up sessions. Strategy's Expected Result/Impact: Foster positive social and emotional development. Establish a child-centered environment that promotes academic growth. Staff Responsible for Monitoring: Principal, Counselor		Formative		Summative
		Nov	Jan	Mar
				June
0% No Progress		100% Accomplished		
		X Discontinue		
		→ Continue/Modify		

Goal 3: Chireno ISD will incorporate multiple, meaningful, and authentic assessments based upon 1)previously outlined lesson/unit objectives that promote higher order, critical thinking skills 2)meaningful application of learned academic, kinesthetic, technology, and trade skills 3)the students' ability to solve problems efficiently and creatively.





Performance Objective 1: Assessments will gauge a student's social, technological, academic, and soft skills.

Evaluation Data Sources: unit assessments, student projects, student presentations

Strategy 1 Details		Reviews			
<p>Strategy 1: Teachers will incorporate a variety of assessments to evaluate student learning and mastery of grade level and content area TEKS.</p> <p>Strategy's Expected Result/Impact: Students will be able to demonstrate knowledge in a variety of ways. Assessment will not be limited to a multiple choice format.</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p>		Formative		Summative	
		Nov	Jan	Mar	June
0%	No Progress	 Accomplished		 Continue/Modify	
		 Discontinue			

Goal 4: Chireno ISD will provide a safe, orderly, violence-free environment. CISD will establish a culture where students want to attend school and learn in an environment that promotes academic, social, and emotional growth.

Performance Objective 1: Chireno ISD will evaluate school culture using an LEA developed data collection process.

Strategy 1 Details		Reviews		
Strategy 1: Students in grades 5-12th will complete a School Culture Survey. Strategy's Expected Result/Impact: District/campus strengths will be identified and areas of concern will be presented from the students' perspective. Staff Responsible for Monitoring: Executive Director of C&I, Teacher(s)		Formative	Summative	
		Nov	Jan	Mar
Strategy 2 Details Strategy 2: Initiate a facilities study to assist in future projects. Strategy's Expected Result/Impact: Identify needs and priorities to develop a long-range district facility plan. Staff Responsible for Monitoring: Superintendent		Formative	Summative	
		Nov	Jan	Mar
Strategy 3 Details Strategy 3: Identify and prioritize safety updates across the district. Strategy's Expected Result/Impact: Improvements/repairs/updates to existing structures across the district to address safety concerns (i.e., covered walkways, paving) Staff Responsible for Monitoring: Superintendent		Formative	Summative	
		Nov	Jan	Mar
Strategy 4 Details Strategy 4: Provide training on bullying, dating violence, early mental health, suicide prevention, sexual harassment, conflict resolution and human trafficking. Strategy's Expected Result/Impact: Decrease in incidents Staff Responsible for Monitoring: Principal, Counselor		Formative	Summative	
		Nov	Jan	Mar
Strategy 5 Details Strategy 5: Provide CPR and first aid training for appropriate faculty/staff members and students. Strategy's Expected Result/Impact: Number of participants Staff Responsible for Monitoring: Principal, Nurse		Formative	Summative	
		Nov	Jan	Mar
0% No Progress  Accomplished  Continue/Modify  Discontinue 				

Goal 5: Chireno ISD faculty and staff will continue to progress as 21st century educators.

Performance Objective 1: Model life-long learning through the application of 21st century skills.




Strategy 1 Details		Reviews			
		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 1: Incorporate 21st century skills into parent/community involvement opportunities. For the 2019-2020 school year the focus will be digital citizenship and effective communication.</p> <p>Strategy's Expected Result/Impact: improved collaboration between stakeholders, reduce student conflict in the area of social media, increase in number of participants in targeted activities throughout the year</p> <p>Staff Responsible for Monitoring: administrative team</p>					
<p>0% No Progress</p> <p>100% Accomplished</p> <p>→ Continue/Modify</p> <p>✗ Discontinue</p>					

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 1: CISD will provide services to meet the needs of identified Gifted and Talented students.

Evaluation Data Sources: number of referral, number of students meeting eligibility requirements, GT academic performance and progress

Strategy 1 Details		Reviews			
<p>Strategy 1: Nominations for GT are conducted annually. Parents, teachers and students are provided with nomination information and forms. Strategy's Expected Result/Impact: accurate and timely identification of gifted and talented students Staff Responsible for Monitoring: school counselor</p>		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 2: Nominated students are assessed using district approved assessment instruments. Strategy's Expected Result/Impact: timely identification Staff Responsible for Monitoring: school counselor</p>		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 3: Teachers will complete the initial 30 hour GT certification training and attend annual update seminars. Provide GT professional development opportunities to build the capacity of teachers to provide for the special needs of GT students. Strategy's Expected Result/Impact: teachers will use best practices in the instruction of GT students, improved SAT/ACT/TSI scores Staff Responsible for Monitoring: Principal Funding Sources: in person and online sessions and seminars, Region VII GT contract - 199 State Gifted & Talented Education (GT) - elem - \$7,113, in person and online sessions and seminars. Region VII GT contract - 199 State Gifted & Talented Education (GT) - HS - \$7,112</p>		Formative		Summative	
		Nov	Jan	Mar	June
<p>Strategy 4: Provide GT students with a continuum of learning experiences that lead to advanced level products and/or performances. Strategy's Expected Result/Impact: G/T projects and/or student presentations Staff Responsible for Monitoring: Teacher(s)</p>		Formative		Summative	
		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: Provide in depth, rigorous, and differentiated instruction for G/T students in the regular ed classroom. Strategy's Expected Result/Impact: student products, improved scores for state assessment and college entrance exams Staff Responsible for Monitoring: Principal, Teacher(s)		Formative		Summative	
		Nov	Jan	Mar	June
Strategy 6 Details					
Strategy 6: Provide enrichment opportunities and materials for targeting the area of Fine Arts and STEM (possible partnership with SFA). Strategy's Expected Result/Impact: encourage higher level thinking and real life application of science/math/fine arts Staff Responsible for Monitoring: Principal, Teacher(s)		Formative		Summative	
		Nov	Jan	Mar	June
0% No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 2: CISD will provide services to meet the needs of identified Bilingual/ELL students.

Evaluation Data Sources: LPAC notes, TELPAS, PBMAS, ELL academic performance and progress

	Strategy 1 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Mar	June
<p>Strategy 1: Home language surveys will be completed by each newly enrolled student. Strategy's Expected Result/Impact: appropriate and timely identification Staff Responsible for Monitoring: registrar, Director of Student Services</p>						
	Strategy 2 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Mar	June
<p>Strategy 2: Policies and procedures are followed and notifications are made related to screening and testing. Strategy's Expected Result/Impact: appropriate identification Staff Responsible for Monitoring: Director of Student Services</p>						
	Strategy 3 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Mar	June
<p>Strategy 3: LPAC (Language Proficiency Assessment Committee) is trained and follows procedures for entering, reviewing and exiting students from the program. Strategy's Expected Result/Impact: students receive appropriate services Staff Responsible for Monitoring: Director of Student Services</p>						
	Strategy 4 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Mar	June
<p>Strategy 4: Provide appropriate programs and instructional resources for ELL students focusing on ELL strategies. Strategy's Expected Result/Impact: improved academic performance Staff Responsible for Monitoring: Executive Director of C&I, Teacher(s) Funding Sources: - 199 State Bilingual/ESL - \$2,000</p>						
	Strategy 5 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Mar	June
<p>Strategy 5: Provide professional development opportunities for classroom teachers that will improve their capacity to teach English Language Learners. Strategy's Expected Result/Impact: ensure ELL students are instructed with best practices Staff Responsible for Monitoring: Principal, Executive Director of C&I</p>						

Strategy 6 Details

Strategy 6: Provide supplemental personnel to provide pull-out instruction and support to identified ELLs with greater academic/language need.

Strategy's Expected Result/Impact: increase language acquisition for students needing an additional level of support in language

Staff Responsible for Monitoring: Principal

Funding Sources: - 199 State Bilingual/ESL - \$28,348

0% No Progress



Accomplished



Continue/Modify



Discontinue

Reviews

Formative

Nov

Jan

Mar

Summative

June

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 3: CISD will provide services to meet the needs of identified Special Education students.

Evaluation Data Sources: ARD notes, IEP reports, special ed timeline requirements, number of referrals (# qualifying, # not qualifying), PBMAS

	Strategy 1 Details			Reviews		
	Formative			Summative		
	Nov	Jan	Mar	Nov	Jan	June
<p>Strategy 1: Use the RTI Committee to improve the special education pre-referral process for students perceived to have learning difficulties. Strategy's Expected Result/Impact: timely identification Staff Responsible for Monitoring: RTI Committee, Teacher(s)</p>						
	Strategy 2 Details			Reviews		
<p>Strategy 2: Professional development to target differentiated instruction, and RTI. Strategy's Expected Result/Impact: increase teacher capacity to identify and instruct students with learning difficulty Staff Responsible for Monitoring: Executive Director of C&I, Principal</p>						
	Strategy 3 Details			Reviews		
<p>Strategy 3: Provide highly trained teachers to appropriately modify and provide accommodations for special education students. Strategy's Expected Result/Impact: increase academic growth of students with learning difficulties by providing instruction aligned to the student's IEP Staff Responsible for Monitoring: Principal, Nac. County Schools Co-op Director, Executive Director of C&I Funding Sources: - 199 State Special Education (SpEd) - \$185,803</p>						
	Strategy 4 Details			Reviews		
<p>Strategy 4: Include special education students in the general education classroom to the greatest extent appropriate, with the support of paraprofessionals when needed. Strategy's Expected Result/Impact: improved academic and social/emotion growth Staff Responsible for Monitoring: Principal, Special Education Teacher(s) Funding Sources: - 199 State Special Education (SpEd) - \$20,006</p>						
	Formative			Summative		
	Nov	Jan	Mar	Nov	Jan	June

Strategy 5 Details

Strategy 5: Provide instructional materials at a variety of academic levels-Reading A-Z (for leveled readers), online resources (student subscriptions) and manipulatives.

Strategy's Expected Result/Impact: instruction provided at individual student levels
Staff Responsible for Monitoring: Principal, Teacher(s)

Funding Sources: - 199 State Special Education (SpEd) - \$13,400

0% No Progress



Accomplished



Continue/Modify



Discontinue

Reviews

Formative

Summative

Nov

Jan

Mar

June

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 4: CISD will provide services to meet the needs of identified At-Risk students.

Evaluation Data Sources: graduation rate, course completion rate, STAAR scores

Strategy 1 Details		Reviews		
Strategy 1: Identify students at risk of academic failure in order to ensure high academic achievement and graduation. Strategy's Expected Result/Impact: provide timely assistance to at-risk students Staff Responsible for Monitoring: Counselor		Formative	Summative	
		Nov	Jan	Mar
				June
Strategy 2 Details		Reviews		
Strategy 2: Guide at-risk students to set short term and long term goals and create a plan to achieve those goals. Strategy's Expected Result/Impact: accomplishment of short terms goals will lead to accomplishment of long term goals Staff Responsible for Monitoring: Counselor		Formative	Summative	
		Nov	Jan	Mar
				June
Strategy 3 Details		Reviews		
Strategy 3: Provide flexible scheduling for earning course credit (online courses, extended day) Strategy's Expected Result/Impact: increase opportunities for at-risk students to earn course credit Staff Responsible for Monitoring: Counselor		Formative	Summative	
		Nov	Jan	Mar
				June
Strategy 4 Details		Reviews		
Strategy 4: Schedule intervention classes into the regular school day to provide instruction for students re-taking an EOC exam. Strategy's Expected Result/Impact: improve STAAR passing rates for at-risk students Staff Responsible for Monitoring: Principal		Formative	Summative	
		Nov	Jan	Mar
				June
Strategy 5 Details		Reviews		
Strategy 5: Offer non-traditional opportunities for Accelerated Instruction (Saturday classes, morning/evening classes in the summer for working students, short term/intensive study sessions) Strategy's Expected Result/Impact: improve STAAR passing rates for at-risk students Staff Responsible for Monitoring: Principal, Teacher(s) Funding Sources: - 199 State Compensatory Education (SCE) - \$1,062		Formative	Summative	
		Nov	Jan	Mar
				June




Strategy 6 Details		Reviews			
<p>Strategy 6: Provide highly trained and skilled personnel to deliver effective, student-centered instruction and provide graduation planning and guidance</p> <p>Strategy's Expected Result/Impact: 100% pass rate for STAAR EOCs, increase student engagement, graduation rate and college/career readiness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$373,122</p>	Formative		Summative		
	Nov	Jan	Mar	June	
<p>Strategy 7 Details</p> <p>Strategy 7: Provide highly trained and skilled paraprofessionals to assist in the delivery of effective, student-centered instruction.</p> <p>Strategy's Expected Result/Impact: provide classroom support for at-risk students</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$36,484</p>		Formative		Summative	
	Nov	Jan	Mar	June	
<p>Strategy 8 Details</p> <p>Strategy 8: Provide supplemental curriculum resources for at-risk students (ie, ECS, Mentoring Minds, Sirius)</p> <p>Strategy's Expected Result/Impact: improve course completion, graduation rates, and STAAR scores for at-risk students</p> <p>Staff Responsible for Monitoring: Principal, Executive Director of C&I, Teacher(s)</p>		Formative		Summative	
	Nov	Jan	Mar	June	
<p>0% No Progress</p> <p>100% Accomplished</p> <p>Continue/Modify</p>		<p>Discontinue</p>			

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 5: CISD will provide services to meet the needs of Career and Technical Education (CTE) students and to develop the knowledge and skills needed to enhance career, training, and college opportunities.

Evaluation Data Sources: CTE participants, CTE courses offered, certifications earned, enrollment of nontraditional students

Strategy 1 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Strategy 1: Ensure CTE curriculum alignment in course offerings to develop knowledge, skills, and competencies for a wide range of career and college options.</p> <p>Strategy's Expected Result/Impact: improve student readiness for post-secondary options</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CTE Teacher(s)</p>				
Strategy 2 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Strategy 2: Recruit non-traditional students for all CTE classes.</p> <p>Strategy's Expected Result/Impact: increase number of non-traditional students enrolled in CTE courses</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CTE Teacher(s)</p>				
Strategy 3 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Strategy 3: Involve students in CTE course selection through student surveys. Select CTE courses based on student interest and availability of certificates to enhance student marketability.</p> <p>Strategy's Expected Result/Impact: increase in CTE enrollment, increase in certificates earned</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p>				
Strategy 4 Details	Reviews			
	Formative		Summative	
	Nov	Jan	Mar	June
<p>Strategy 4: Expand CTE offerings and opportunities for a variety of certifications and career options.</p> <p>Strategy's Expected Result/Impact: increase in certifications offered and earned</p> <p>Staff Responsible for Monitoring: Principal, Counselor, CTE Teacher(s)</p> <p>Funding Sources: materials for course requirements - 199 State Career & Technical Education (CTE) - \$25,600</p>				

Strategy 5 Details		Reviews			
Strategy 5: Provide highly trained and skilled CTE personnel (teachers) to deliver quality, student centered, vocational instruction. Strategy's Expected Result/Impact: increase number of participating students Staff Responsible for Monitoring: Principal, Teacher(s) Funding Sources: - 199 State Career & Technical Education (CTE) - \$153,756		Formative		Summative	
		Nov	Jan	Mar	June
Strategy 6 Details					
Strategy 6: Provide tuition assistance through the Carl Perkins Vocational Grant Consortium. Strategy's Expected Result/Impact: increase college options through tuition assistance Staff Responsible for Monitoring: Principal, Teacher(s) Funding Sources: - 199 State Career & Technical Education (CTE) - \$7,000		Formative		Summative	
		Nov	Jan	Mar	June
0% No Progress 		 Continue/Modify		 Discontinue	

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 6: CISD will implement program activities to improve the high school graduation and college readiness rates.





Evaluation Data Sources: enrollment in dual credit and/or concurrent college coursework, enrollment in online and face-to-face college courses, dual credit hours earned

Strategy 1 Details		Reviews			
<p>Strategy 1: Increase the percentage of students enrolled in dual credit and/or concurrent classes by providing tuition assistance.</p> <p>Strategy's Expected Result/Impact: increased enrollment in college level course by high school students (emphasis in Jr and Sr years)</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Funding Sources: - local funds - \$40,000</p>	Nov	Jan	Mar	June	
	Formative				Summative
<p>Strategy 2 Details</p> <p>Strategy 2: Ensure students are accepted to at least one institution of secondary education before graduation by hosting "College Night" to inform parents and students of the steps to complete the FAFSA and college applications.</p> <p>Strategy's Expected Result/Impact: increase number of students completing the application process for federal financial aid, increase number of students accepted to institutes of higher learning/training</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p>		Nov	Jan	Mar	June
Formative				Summative	
<p>Strategy 3 Details</p> <p>Strategy 3: Designate time within the regular school day for students to work on college coursework. (some students have limited access to required technology outside school hours)</p> <p>Strategy's Expected Result/Impact: increase participation by designating time for college classes into the master schedule</p> <p>Staff Responsible for Monitoring: Principal</p>		Nov	Jan	Mar	June
Formative				Summative	
<p>0% No Progress</p> <p>100% Accomplished</p> <p>Continue/Modify</p>		<p>X Discontinue</p>			

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 7: CISD will provide services to meet the needs of students identified with dyslexia.

Evaluation Data Sources: number of referrals, number of identified students, participation in protocol instruction, STAAR results, student progress

Strategy 1 Details		Reviews		
Strategy 1: Collaborate with Nacogdoches County Special Education Co-op to establish pathways for referral and evaluation. Strategy's Expected Result/Impact: The referral and evaluation procedures will comply with state and federal guidelines for identification. Staff Responsible for Monitoring: Executive Director of C&I Schoolwide and Targeted Assistance Title I Elements: 2.4		Formative		Summative
		Nov	Jan	Mar
Strategy 2 Details		Reviews		
Strategy 2: Provide professional learning opportunities for general and special educators related to the characteristics of dyslexia (explicit phonics instruction). Strategy's Expected Result/Impact: Early identification of students with reading difficulty possibly related to dyslexia. Staff Responsible for Monitoring: Executive Director of C&I Funding Sources: training opportunities - 199 General Fund - dyslexia allotment - \$10,000		Formative		Summative
		Nov	Jan	Mar
Strategy 3 Details		Reviews		
Strategy 3: Provide appropriate instruction to students with dyslexia. Strategy's Expected Result/Impact: Students with dyslexia will make progress toward meeting the state's challenging academic standards. Staff Responsible for Monitoring: Executive Director of C&I, Principal Schoolwide and Targeted Assistance Title I Elements: 2.6		Formative		Summative
		Nov	Jan	Mar
0% No Progress  Accomplished 		 Continue/Modify  Discontinue		

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 8: CISD will provide services to meet the needs of students enrolled in early childhood education.



Evaluation Data Sources: CLI Engage, Kindergarten Readiness, social, emotional and academic progress

Strategy 1 Details		Reviews		
Strategy 1: Provide a skilled and effective teacher for students in PK. Staff Responsible for Monitoring: Principal Funding Sources: PK teacher - 199 General Fund - Early Education Allotment - \$54,227		Formative		Summative
		Nov	Jan	Mar
Strategy 2 Details Strategy 2: Equip the PK classroom with the tools and equipment necessary to provide an age-appropriate education, based on the state's PK guidelines. Strategy's Expected Result/Impact: appropriate social, emotion and academic growth for early childhood students Staff Responsible for Monitoring: Executive Director of C&I, Principal Funding Sources: classroom materials and equipment - 199 General Fund - Early Education Allotment - \$6,279				
0% No Progress <input type="radio"/> 100% Accomplished <input checked="" type="radio"/> Continue/Modify <input type="button" value="→"/> Discontinue <input checked="" type="button" value="✕"/>				

Goal 6: Chireno ISD's highly qualified staff will provide an aligned curriculum so that all students have the opportunity to meet their greatest academic potential and develop socially.

Performance Objective 9: CISD will provide learning opportunities to target learning loss as a result of the COVID-19 pandemic.

Evaluation Data Sources: progress reports, report cards

Strategy 1 Details		Reviews			
Strategy 1: Teachers will monitor and adjust instructional techniques for students during the school closure. Strategy's Expected Result/Impact: Mitigate the impact of the loss of face to face instruction during the school closure. Staff Responsible for Monitoring: Principal, Teachers, Director of C&I	0% No Progress	Formative		Summative	
		Nov	Jan	Mar	June
		100% Accomplished  Continue/Modify  Discontinue			