

Canton Independent School District

District Improvement Plan

2019-2020



Mission Statement

*In partnership with community and parents, Canton ISD will empower students
to become lifelong learners committed to academic excellence, integrity,
responsible citizenship and service to others.*

Vision

Eagle Vision: Empower others; Inspire others to dream more, learn more, do more and become more. Accept responsibility: Set goals and take responsibility for your future. Give respect to gain respect: Treat others as you would like to be treated. Lead by example: Do great work, remain positive, and lend a hand along the way. Exhibit honesty: Remain honest even when it means admitting to a mistake. Strive for excellence: Go above and beyond in all that you do.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2016-2017 TAPR Data shows 2158 students with 2.1% African American, 12.0% Hispanic, 80.8% White, 1.2% American Indian, 0.9% Asian, and 3.1% two or more races. We show 39.1% economically disadvantaged, 3.3% ELL and 24.5% at risk. We had 152 total students with disabilities with 45.4% of those students being students with intellectual disabilities, 17.1% being students with physical disabilities and 23.7% students with behavioral disabilities. Further TAPR Data reveals that of the 2016 Graduates there were 129 total and 5.4% were on minimum HS program, .8% were on recommended, 14.0% were on Foundation with no endorsement, .8% were on Foundation with Endorsement, and 79.1% were on Foundation High School Plan (DLA)

2016-2017 TAPR Data shows 245 total staff with 59% teachers, 6.5% professional support, 3.5% campus administration and 1.6% central administration, 15.9% educational aides, 13.4% auxiliary staff. We have 5.2% minority staff with 91.9% white, 1.2% hispanic, 2.8% American Indian, .7% Asian, and 3.5% two or more races. Our teachers show 81% with Bachelors and 19% with Masters. As far as years of experience, we show 4.1% beginning teachers, 13.5% with one to five years experience, 19.5% with six to ten years experience, 34.9% with eleven to twenty years experience and 27.9% with over twenty years experience.

We have parental involvement through various avenues such as: PTO, Little Dribblers and other volunteer coaching/sporting activities, family nights at various campuses, involving parents in educational committees as well as District Improvement Committees, and a variety of campus activities such as Pumpkin Patch, Grandparent's Day, Holiday and Seasonal activities.

We have an active community involvement through various avenues such as: Little Dribblers and other volunteer coaching/sports activities, educational committees as well as District Improvement committees, local organizations such as Lions Club (LEO Club), Rotary Club (Interact and RYLA), local churches (Beach Club). We utilize business and professional community leaders in our CTE classrooms to partner and incorporate real-world experience and knowledge.

Demographics Strengths

Attendance rate for the district met and exceeded Region and State Averages. Most averages in STAAR testing categories met or exceeded the State Averages. The annual drop-out rate was lower than the State and Region averages.

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various campuses, involving parents in educational committees as well as District Improvement Committees, and a variety of campus activities such as Pumpkin Patch, Grandparent's Day, Holiday and Seasonal activities.

We have an active community involvement through various avenues such as: Little Dribblers and other volunteer coaching/sports activities, educational committees as well as District Improvement committees, local organizations such as Lions Club (LEO Club), Rotary Club (Interact and RYLA), local churches (Beach Club). We utilize business and professional community leaders in our CTE classrooms to partner and incorporate real-world experience and knowledge.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need more involvement with our SPED parents. **Root Cause:** They do not always realize they are included in all activities within the school district.

Problem Statement 2: We need more involvement with our ELL parents and community. **Root Cause:** They are not comfortable volunteering and becoming involved because of the language barrier.

Priority Problem Statements

Problem Statement 1: We need more involvement with our ELL parents and community.

Root Cause 1: They are not comfortable volunteering and becoming involved because of the language barrier.

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need more involvement with our SPED parents.

Root Cause 2: They do not always realize they are included in all activities within the school district.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 2018 PBMAS Report indicates a need in the area of Special Education. Our performance level indicator for 2018 in Sped was a 3 in ELAR, CTE non traditional course completion rate, Science and Writing.

Root Cause 3: Students identified as Special Education are not achieving the Approaches level in STAAR testing due to deficiency in knowledge, application, skill and strategies.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 2018 STAAR data indicates a need in increased intervention and rigor in core areas specifically in 4th Math-Writing and 6th Reading.

Root Cause 4: Need increased rigor across all grade levels in core subjects with specific intervention in our sub-population groups.

Problem Statement 4 Areas: Demographics

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: All student groups taking the STAAR reading, writing, English-language arts, math, social studies, and science tests will meet or exceed state and Region 10 averages on each test section.

Performance Objective 1: STAAR scores which are below 82% will increase a minimum of 2% and those between 83-89% will increase a minimum of 1% on each grade level, each subject area in the 2019 Spring STAAR tests in comparison to the 2018 Spring STAAR scores in all scoring areas: approaches, meets and masters.

Evaluation Data Source(s) 1: STAAR data from Texas Assessment Management System, TAPR, Quarterly tests and data meetings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use rigorous curriculum to teach all students and utilize small group and one on one instruction for intervention with students at risk. * Mentoring Minds * IXL * Roestta Stone * Sirius * Measuring Up *Mometrix	2.4, 2.5, 2.6	Principal and Assistant Principal walk-throughs and evaluations	Increased Approaches, Meets, and Exceeds in STAAR tested areas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>2) Teachers will provided more rigorous curriculum and be supported in the consistent implementation of said curriculum in order to challenge and increase rigor throughout all core subjects and to increase the learning level of all students. In addition to adopted curriculum, teachers will be given the following:</p> <ul style="list-style-type: none"> * Mentoring Minds * IXL * Roestta Stone * Sirius * Measuring Up *Mometrix 	2.4, 2.5, 2.6	<p>Principal and Assistant Principal walk-throughs and evaluations.</p> <p>Curriculum Director monitoring of Quarterly Assessments, walk-through data, and STAAR data.</p>	<p>Increased approaches, meets and esceeds in STAAR tested area.</p> <p>Increased usage of rigorous curriculum in the classroom.</p> <p>Increased level of education received by students.</p>				
<p>3) Disaggregate State Standardized/ Mandated Test scores for Special Population and Special Program students and focus instruction on weaknesses below 85% mastery.</p> <ul style="list-style-type: none"> * White * Black * Hispanic/Latino * Economically Disadvantaged * Title I * ESL 	2.4, 2.5, 2.6	<p>Campus Principals,</p> <p>Campus Counselors,</p> <p>Director of Curriculum and Assessment</p> <p>Special Programs Director</p> <p>ESL Director</p> <p>Homeless Student Liaison</p> <p>Teachers</p>	<p>Classroom TEKS based Assessment scores/grades</p> <p>Teacher Analysis</p> <p>Benchmark scores</p> <p>Failure/Passing Rates</p> <p>STAAR results</p> <p>Increased student use of technology</p>				
<p>4) Disaggregate STAAR Reading/ELA objectives for All students and focus instruction on weaknesses below 85% mastery.</p> <ul style="list-style-type: none"> * Understanding/Analysis Across Genres * Understanding/Analysis of Literary Texts * Understanding/Analysis of Informational Texts * Composition/Revision/Editing 	2.4, 2.5, 2.6, 3.1, 3.2	<p>Campus principals</p> <p>Campus counselors</p> <p>Director of Curriculum and Assessment</p>	<p>Report Cards</p> <p>Progress Reports</p> <p>Eduphoria data reports</p> <p>Grades on local and state assessments</p> <p>Tutorial schedules</p>				

<p>Disaggregate State Standardized/ Mandated Math objectives for All Students and focus on weaknesses below 85% mastery.</p> <ul style="list-style-type: none"> * Numerical Representations and Relationships * Computations and Algebraic Relationships * Geometry and Measurement * Data Analysis and Personal Financial Literacy * Functional Relationships (Algebra I) * Properties and Attributes of Functions (Algebra 1) * Linear Functions (Algebra 1) * Linear Equations and Inequalities (Algebra 1) * Quadratic and Other Nonlinear Functions (Algebra 1) <p>Disaggregate State Standardized/ Mandated Writing objectives for All Students and focus on weaknesses below 85% mastery.</p> <ul style="list-style-type: none"> * Written composition * Revising * Editing <p>Disaggregate State Standardized/ Mandated Science objectives for All Students and focus on weaknesses below 85% mastery</p> <ul style="list-style-type: none"> * Cell Structure and Function (Biology) * Mechanisms of Genetics (Biology) * Biological Evolution and Classification (Biology) * Biological Processes and Systems (Biology) * Interdependence within Environmental Systems (Biology) * Matter and Energy * Force, Motion, and Energy * Earth and Space * Organisms and Environments <p>Disaggregate State Standardized/ Mandated Social Studies Test scores and data for All Students and focus on weaknesses below 85% mastery</p> <ul style="list-style-type: none"> * History * Geography and Culture * Government and Citizenship * Economics, Science, Technology, and Society 	<p>Special Programs Director</p> <p>504 Coordinator</p> <p>ESL Director</p>	<p>summary reports</p> <p>STAAR scores increased in Approached, Meets and Advanced</p> <p>Transcript</p> <p>Completed graduation plans</p> <p>Certifications</p> <p>Surveys</p> <p>Highly qualified reports</p> <p>Accountability Rating</p> <p>TAPR Results</p> <p>TEA School Report Cards</p> <p>AR Tests</p> <p>ELA tests</p> <p>Assessments on research TEKS Quarterly TEKS based assessments</p> <p>Classroom performance Accountability Rating</p> <p>TAPR Results</p> <p>TEA School Report Cards</p>				
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Disaggregate State Standardized/ Mandated Test scores for Special Population and Special Program students and focus instruction on weaknesses below 85% mastery.

- * White
- * Black
- * Hispanic/Latino
- * Economically Disadvantaged
- * Title I
- * ESL
- * Special Education
- * Gifted and Talented
- * CTE
- * English Language Learners

At-risk students will be provided the following supplemental services to ensure student improvement:

- * Bilingual/ESL teachers and aides
- * PK aide
- * Computer lab
- * Class-size reduction
- * Instructional facilitators/aides
- * State Standardized/ Mandated objectives/test remediation
- * Library assistant
- * Accelerated Instruction
- * At-risk counselor/aide
- * Tutorials
- * Parent conferences
- * Study skills
- * Test-taking strategies
- * Summer School

Use materials and resources regardless of race, age, gender, or educational level and prohibit any selective procedures that are discriminatory. Improve instructional strategies for special populations by using Highly Qualified teachers who are specialized in the areas of need. Target areas of weakness on each section/objective of the STAAR tests and address these weaknesses through planning. Use technology to assist and enhance instruction. Develop parent involvement activities for low performing students to increase support.

Assist at risk preschool children through extra intervention and support as they transition from early childhood programs to the elementary school program to create a firm foundation for learning.

Enhance tutorials, remediation, and other intervention to address needs of ELL students, SPED students, and other at-risk students. Use tutorials, summer school, remediation courses and remediation labs.

Continue vertical/horizontal teaming/planning to align TEKS and prepare for transition from grade to grade and campus to campus. Consider additional needs for ELL, SPED, and other at-risk students.

Grade levels not tested on State Mandated tests participate vertical plan and align curriculum Disaggregate State Standardized/ Mandated Reading/ELA objectives for all students and focus instruction on weaknesses below state and Region 10 averages.

Ensure coherence, rigor, and equity of instruction for all students.

Ensure homeless students are identified and resources are available to address additional student needs engendered by homelessness to ensure they are afforded all educational opportunities offered.

Coordinate services to ensure homeless children and youth have the opportunity to succeed academically.

Provide intervention through pull out programs and utilizing tutorials and small group instruction by highly qualified trained staff.

Provide parents with assessment results in a language they can understand.

Special Program services will be provided to all eligible student by qualified personnel in an inclusive environment/ least restrictive environment

Identify Special Program needs based on available data and by qualified and trained personnel.

Involve parents in the decision making process.

Inform parents of their rights and

responsibilities to participation in all programs and sources of intervention.

*apply for a waiver to limit foreign exchange students to less than 5

Ensure identification and services for 504 and dyslexia students through the following:

* Update training in 504 for faculty and staff

* Referral procedures

*Modifications/Accommodations

* Tutoring

* Counseling

* Parent conferences

* Content Mastery

* 3 Tier Intervention Programs/RTI

* Highly Qualified teachers and

paraprofessionals

* Parental involvement

* Early identification of expected deficiencies in the Early Childhood and Elementary grades for transitional support

* Teach real world strategies for future college and career preparation

Improve identification, placement, and services for ESL students and English Language

Learners:

* Conduct LPAC training meetings

* Maintain accurate records

* Home Language Surveys

* LPAC Annual Reviews

* LPAC Exit

* Updated documents

* Entry letters

* Exit letters

* Updated procedures

* LPAC Meetings

* Exit criteria

* Pass State Standardized/ Mandated Reading (and Writing tests, if available) or

* Score 40th percentile or higher on language arts section of norm-referenced test and

* Score FEP on OLPT

* Rosetta Stone

* iPads and educational apps

Emphasize instructional methodology that focuses on improvement of student achievement for bilingual/ESL students and English

Language Learners.
 Provide program information/materials in home language.
 Provide interpreter/translator when needed at meetings and activities.
 Communicate to students, teachers, parents, and community an appreciation of students and families linguistic and cultural backgrounds.
 Involve parents from a variety of backgrounds in decision making.
 Assist students in developing the knowledge, skills, and competencies needed for future careers through the CTE program.

- * Quality student career plans and career education
- * Expanded course offerings
- * Innovative Courses
- * Articulated courses
- * Tech-Prep
- * Coordinate and integrate planning with regular ed. and other special program teachers
- * Integrate technology into lesson plans and instruction
- * Conduct faculty, student, and parent surveys
- * Qualified personnel
- * Staff development

Libraries will provide the support for all students:

- * research materials
- * living materials
- * technology
- * literature
- * instruction
- * Update materials to improve quality of media collection.
- * Accelerated Reader
- * Book Fair

The faculty and staff will use the facilities to enhance instruction:

- * computer-assisted lessons
- * information
- * research projects

Ensure quality G/T services:

- * G/T scope and sequence
- * Accessibility to all population groups
- * Identification/matrix/selection committee

- * Four core areas
- * All teachers will receive 30-hour/6-hour training (TIA 14, 15)
- * G/T curriculum (differentiated with depth and complexity)
- * Parent participation
- * Expanded Curriculum
- * Field Trips
- * GT staff development and training opportunities

Provide early school transition to the elementary school:

- * PK and K Round-ups
- * PK Notification (English and Spanish)
- * Campus Newsletter
- * Flyers
- * Transition from elementary to intermediate
- * Orientation
- * Individual conferences

* Special Ed. planning across campuses

Provide transition from Elementary to Intermediate School-from Intermediate to Junior High and from Jr. High to High School

- * Parent meetings
- * Orientation packets
- * Meet the Teacher
- * Parent conferences
- * Special Education Planning between campuses
- * Data reports shared between campuses
- * Personal Graduation Plans

Continue to involve teachers in assessment decisions and the use of assessment data.

- * Disaggregation and use of test data
- * Training in the interpretation of test data
- * 9-week Assessments

Eduphoria Data Reports which include all State Mandated Standardized Tests/Aware training updates

Improve passing percentages on STAAR A tests at all tested grade levels

- * Tutorials by HQ staff
- * Remediation by HQ staff
- * Modified curriculum
- * Technology skills

*Testing strategies (teacher training)
*Time in computer lab to practice skills and be exposed to the layout of the test and the tools available on the test



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Work to close gaps in Mathematics and ELA, Science, and Social Studies across the grade levels and addressing all student groups and subgroups while using high rigor curriculum throughout the school year to promote meets and mastery levels in all grade levels.

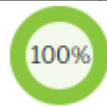
Performance Objective 1: Teachers in Intermediate and Junior High who are teaching tested subjects will implement higher level rigor through the use of Mentoring Minds Curriculum. They will also use SIRIUS as an intervention resource to address gaps, needs and growth. Students with noted tendencies as well as all Kindergarten and 1st Grade student at the end of their school year will be screened for Dyslexia to identify needs that require intervention.

Evaluation Data Source(s) 1: Lesson Plans, Campus Walk Throughs, Teacher Evaluations, Benchmark Data, STAAR data broken down by teacher, Take Flight

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be encouraged and supported through campus and district administration to implement Mentoring Minds in all core subjects through 8th grade. Teachers will be provided with the staff development needed to support them in this area. Teachers will also use SIRIUS to provide intervention in STAAR related areas.	2.4, 2.5, 2.6	Lesson Plans, Campus Walk Throughs, Annual Evaluations monitored by campus Principal and Assistant Principal. Quarterly assessment and STAAR data monitored and evaluated by Campus Principal and Assistant Principal, Director of Curriculum and Accountability, and Superintendent.	Increase in usage of Mentoring Minds and increase in higher level results in all students. Implementation of SIRIUS supplemental resource in STAAR tested areas.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Data will be used from Eduphoria. Gradebook, and personal observation to determine correct and consistent implementation of rigorous curriculum. This data will drive the instruction and be used as a continual modification of instruction.	2.4, 2.5, 2.6	Principals Curriculum Director Teachers	Increased number of students achieving Approached, Meets and Advanced on STAAR test. Increased passing rate as well as Advanced on Quarterly Test. Decreased number of failures on progress reports and report cards.				
3) Implement software and interventions that identify student levels, strengths, and deficiencies. Provide highly qualified staff including those specifically trained to meet the special needs of students in Special Education, 504, ELL, Dyslexia and other at risk programs. Promote staff attending conferences and workshops focusing on compliance as well as continually meeting the individual needs of all students with emphasis on students identified with special and/or specific needs or deficiencies.	2.4, 2.5, 2.6	Technology Director Principals Director of Curriculum Teachers Special Programs Director	Report Cards Progress Reports Eduphoria and Axiom data reports Quarterly Assessment Reports Failure Reports				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Increase the number of high school graduates that express college entrance intentions by increasing the number of students who participate and meet the state criteria for college entrance exams, and to promote college and career readiness through a variety of programs and offerings throughout the district in all student groups.

Performance Objective 1: Promote student participation in college entrance exams by promoting importance of entry into college.

Evaluation Data Source(s) 1: Documentation of usage of college days, sign-in sheets for college and career activities, counselor logs showing guidance to college preparation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>1) Increase the number of students taking the SAT/ACT and the number scoring above the criterion of state average.</p> <ul style="list-style-type: none"> * Dual credit classes * THEA * PSAT * Fee waivers * Scholarship Notification deadlines * SAT/ACT practice materials available to all students <p>Inform Juniors and Seniors that the top 10% (at some universities top 8%) of the graduating class receives automatic admission to state colleges and universities.</p> <p>Inform parents and community about testing opportunities.</p> <p>Work through ARD Committees, LPAC, and 504 Meetings to inform parents of opportunities.</p>	2.5, 2.6, 3.1, 3.2	<p>Campus Counselors</p> <p>Principals</p>	<p>Increase in number of students taking the test</p> <p>Increase in SAT/ACT scores</p> <p>Increased number of HS graduates applying to an institute of higher learning</p> <p>Progress reports</p> <p>Report cards</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June





Goal 4: Provide a safe and orderly school environment which promotes a climate conducive to learning while promoting highly qualified teachers, staff, and administration.

Performance Objective 1: Promote safety on the campuses by more visibility of Resource Officer and by safety improved entrances to all campuses.

Evaluation Data Source(s) 1: Parent input, parent survey, student input, student survey, discipline records, office staff survey and input, community input.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a discipline management plan that provides for prevention and education concerning unwanted physical and verbal aggression, sexual harassment, and other forms of bullying. Be sure to include parents including ELL and SPED parents on committees. * CISD Student Code of Conduct * Campus Handbooks * Provide Support Personnel * Bullying Programs	3.1, 3.2	Campus Principals Superintendent Assistant Principals Resource Officers	Fewer discipline referrals Fewer ISS/DAEP assignments				
2) Implement the district and campus Emergency Plans (Crisis Management Plan). * Suicide prevention * Violence prevention * Conflict resolution * Emergency Drills * Emergency Preparedness Reviews * Office Security * Lockdown procedures * Bully prevention * Develop plan of action for emergencies on the playground * Professional development * Lock Down Drills as well as Fire Drills, Tornado Drills, Evacuation Drills * Safety Audit * Security Cameras	3.1	Faculty and staff Safety Checklist Decisions Making Committee Nurse SHAC Committee Campus Safety Committee	Fewer Counseling Referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide and implement a Comprehensive Guidance Plan aligned with the State plan. *Character education *Decision making *Self-esteem *Private and group counseling *Scholarship acquisition *Testing * Dating Violence *Sexual Abuse Awareness *Suicide/Violence Prevention *Bullying Prevention *Bullying Intervention *Student of the Month *Eagle Vision Leadership *District Newsletters *Certificates *Good Conduct Trophy *Citizenship Awards *Shoutouts/announcements/social media {Special attention given to at risk students including ELL and SPED and include parents as allowable.}	3.1, 3.2	Counselors Health Teachers School Resource Officer Canton Police Dept.	Reduced Counselor Referrals Reduced Disciplinary Referrals Reduced resource officer contacts Reduced number of students in DAEP and ISS				
<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 5: Increase parent and community involvement in all areas throughout the district in order to promote an open environment that promotes student achievement through collaboration of all stakeholders.

Performance Objective 1: Involve parents and the community in the educational planning process to strengthen the educational outcome of all students.

Evaluation Data Source(s) 1: Meetings, sign-in sheets, meet the teacher, parent conferences, community involvement through local civic organizations such as Lions Club and Rotary Club, business/professional speakers and involvement, promotion of Campus leaders with civic organization activities and community involvement.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities to increase parental information and parental involvement: <ul style="list-style-type: none"> * PTO * Site Based Decision Making * Parent Conferences * Open House * Parent Newsletters * Volunteer Activities * Booster organizations * Art Extravaganza * Student Performances * District website, newspaper articles, mail-outs * Informational Events (i.e., student registration, financial aid, Title I planning.) * Meet the Teacher * Teacher Appreciation Week * Guest Speakers * PTO Committees * Music Programs * Reading tutors * Book Fairs * Fundraisers * Career Day * Field Day * Grand Parents Breakfast * Awards assemblies 	3.1, 3.2	Campus Principal and Assistant Principals Campus Counselors Teachers	Increase in PTO membership Increase in parent volunteers Parent/Community Surveys Administrative Evaluations T-PESS Increased parental and community involvement Increased Student achievement				
2) Conduct parent meetings for all federal Title programs. Bullet agenda items to be discussed at these meetings, Make special effort to include sub-population groups such as at-risk, ELL, SPED, 504, Dyslexia: <ul style="list-style-type: none"> * Program requirements * Parental rights * Input in parental involvement activities 	2.6, 3.1, 3.2	Counselor Decision Making Committee Teachers Principals	Increase parental involvement sign-in sheets				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide students, parents, and staff with information concerning higher ed admissions, financial aid opportunities, grant programs, and curriculum choices. Make additional effort to include subpopulation groups such as ELL, SPED, 504, Dyslexia. * Post TEXAS grant and Teach for Texas information on bulletin boards * Publish course guide * Make higher-ed, college readiness, and financial aid information available in counseling offices and libraries * Conduct parent information meetings	3.1, 3.2	Campus Counselors Principals Assistant Principals	Scholarships and grants awarded Number of students taking SAT/ACT and applying to higher education or skilled facilities to further education				
<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>							

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$265,267.00
199-11-6119.34 PREK	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$50,922.00
199-11-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$393,572.00
6100 Subtotal:		\$709,761.00
6300 Supplies and Services		
199-11-6399	6399 General Supplies	\$14,510.00
199-31-6399	6399 General Supplies	\$740.00
6300 Subtotal:		\$15,250.00
6400 Other Operating Costs		
199-11-6499	6499 Miscellaneous Operating Costs	\$500.00
6400 Subtotal:		\$500.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
CLAUDIA VALASQUEZ	AIDE	COMPED	1.00
DEBBIE HEDDIN	COMPUTER LAB AIDE	COMPED	1.0
Jamie Mac	At-Risk Aide	COMPED	1.00
Lacey Zwick	Pre-K Teacher	COMP ED	1.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Tipps	Title 1 Reading Aide	Title 1	1.0
Shelly Chamblee	Title 1 Math Aide	Title 1	1.0