

Centerville ISD

District Needs Assessment /Improvement Plan 2022-2023



“Continue to Be Centered on Student Success”

Mission Statement

Centerville Independent School, in collaboration with parents and community members, will create an educational environment that encourages all students to develop academically so they can reach their full potential and be successful in life in order to achieve success in a global society.

Vision Statement

Centerville Independent School is united in creating a school environment of students, teachers, administrators, parents and community members who will provide fundamental skills and opportunities for the use of higher level thinking skills in order to encourage all students to achieve their full potential as they prepare for a productive and successful future.

Motto

Centerville ISD “*Continue to Be Centered on Student Success*”

Centerville ISD District Improvement Team Members

Brown, Mark	Superintendent
Sailer, Andja	Principal
Brister, Mary Jo	Elementary Teacher
Dubose, Emily	Pre-K
Brown, Gracie	Jr.-Sr. High Vocational Teacher
Lee, Terri	Elementary Teacher/DYL/RTI/ESL
Self, Heather	Jr.-Sr. High Teacher
Headrick, Jeffrey	Special Education
Linn, Spencer	Jr.-Sr. High Teacher
Powers, Deena	Elementary Teacher
Whittlesey, Terri	Business Manager
Westbrook, Jennifer	Teacher/Technology Coordinator
Rogers, Brandi	Parent Representative
Blalock, Kim	Community Representative

The Centerville ISD is a designated School wide Title I district. Where possible, Centerville ISD coordinates all of its federal, state and local resources, including State Compensatory funds, to accomplish the goals of each campus in impacting the quality of instruction provided to all students.

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Comprehensive Needs Assessment

Centerville ISD completed a comprehensive needs assessment for the 2022-2023 school years. Data from the following areas were examined:

- **Demographics**
- **Student Achievement**
- **School Culture and Climate**
- **Staff Quality, Recruitment, and Retention**
- **Curriculum, Instruction, and Assessment**
- **Family and Community Involvement**
- **School Organization**
- **Technology**

A Site-Based Committee consisting of the campus administrators, special programs director, student support personnel, classroom teachers, parent representative, and community member was convened to review data for the areas listed above and to develop a list of needs to be addressed in the coming school year. The committee worked to apply this information to the development of a District Improvement Plan.

Demographics

Data Sources: PEIMS, AEIS, AYP, Snapshot Reports, Benchmarks & STAAR Data

According to the 2021-22 PEIMS Data subgroups, Centerville ISD consisted of the following demographic subgroups: African American-0%, Hispanic- 1.9%, White 98.4%, Two or More Races-0%, Economically Disadvantaged-52.9%, English Language Learners-0%, Special Education 12.4% and At Risk 11.7%. There were 153 students enrolled. The average class size was 10 students. The total number of campus staff is 17 Teachers, 4 Professional Support, 1 nurse, and 2 Campus Administrators. Total students to teacher on average 9.

Summary of needs: Demographics

- *Provide district wide professional development on differentiated instruction to meet the needs of all subgroups*
- *Promote inclusion for special needs students, increase the number of GT certified teachers, and continue to increase our dual credit and certification offerings to students through collaboration with high education partners.*
- *Provide access to current research-based curriculum and remediation/acceleration programs to meet the needs of all students*
- *Add student performance data reporting to the leadership team agendas in addition to principal meeting agendas*

Student Achievement

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		88	B
Student Achievement		88	B
STAAR Performance	52	79	
College, Career and Military Readiness	64	91	
Graduation Rate	100	100	
School Progress		85	B
Academic Growth	66	75	C
Relative Performance (Eco Dis: 56.2%)	58	85	B
Closing the Gaps	94	89	B

Evidence at the Jr High/High School level and Elementary level indicates the greatest area of weakness is in STAAR Performance. Both campuses received the lowest rating in the area of student performance on STAAR. Even though our data indicates we do have more students in the “meets” and “masters” category this is our main area of focus district wide is to continue to increase the number meeting these higher achievement standards to increase our performance on the STAAR. In compliance with HB 4545 our accelerated instruction program is being fully implemented to target areas of need but also, we will focus on acceleration. Administration will utilize the campus created teacher evaluation process to prescribe professional development for teachers to address areas of weakness in order to provide the highest quality of instruction and student engagement in our classrooms. A district assessment calendar as well as pacing calendars will continue to be utilized to ensure all TEKS standards are being taught and we maintain both vertical and horizontal curriculum alignment. Data talks will be scheduled by the administration with all teachers to ensure our instruction is TEKS based, and we are always looking at data cut points to see what category our students are performing at. We will utilize data to develop our targeted interventions for students. Principal meetings will be held monthly to discuss progress and any resources and/or professional development needed. Leadership team meetings will be held in order to allow more opportunity to share resources, gain feedback, discuss strategies, and to have open communication opportunities to avoid conflicts and protect instructional time in the classrooms.

Summary of needs:

- ***Seek out and collaborate with all higher education partners to consider all options for increasing the number of college and career ready opportunities for our students.***
- ***Provide support and funding for the establishment of the On Ramps program through AC for students and accountability***
- ***Provide professional development and training focusing on differentiated instruction to meet the needs of all students.***
- ***Review current Teacher Evaluation data at focus meetings to identify teacher needs and provide recommended training for teachers and staff.***
- ***Implement the Teacher Incentive Allotment Plan with fidelity approved by the state to increase the number of teachers with designations and/or national board certifications***
- ***Continue to utilize funds available to maintain a one-to-one student to device ratio across the district.***
- ***Focus on higher level questioning and rigor in classrooms to push our students to the next mastery level at all grade levels***
- ***Focus on increasing attendance rates at all levels by implementing the RTI truancy program***

School Culture and Climate

Data Sources: Centerville ISD Facebook page, Campus Improvement Plans, Calendar of Activities for the campus, School Website Usage, Marquee, surveys

Centerville ISD is part of a small community where the public schools are well supported by the citizens. Parents and community are included in the activities and decision-making of the school. Parent involvement is an important part of what we do at Centerville ISD. The campus site-based committee plans activities designed specifically to include parents and the community as partners in our students’ education. Parents and community members regularly volunteer to help with the activities of our campus.

Centerville ISD is a district of dedicated professional educators. The teachers on this campus work together at each grade level, in multi-grade level teams, and as one team of educators to improve the educational achievement of all of our students. We believe that each and every child can and will achieve success. We dedicate ourselves to meeting the individual and collective needs of our students. We coordinate our instruction and unify around a common curriculum. We call on our students to meet a high standard and we offer support to those who struggle until they are able to meet that standard. Our small student enrollment allows the staff to know each child personally and to meet individual needs as they arise. We offer trained interventionists to assist in meeting those needs and an exceptional program for special education students which advances intervention to its most intensive level. Teachers work cooperatively to achieve our goals.

Students at Centerville ISD are educated in an environment which encourages character, leadership, citizenship, and positive behavior. Students develop these traits through practicing the “Seven Habits of Highly Effective Teens”. Students receive training on Bullying Awareness, learning how to prevent it and report it if it occurs. Students participate in drug education through Red Ribbon Week activities. Middle school students receive training on human growth and development during the school year. Students are well trained in school safety and emergency procedures through Fire Prevention/Fire Safety Week activities and scheduled emergency drills for fire, tornado, lockdown, and chemical spills. Students also participate in activities to support our community through activities such as food drives, blood drives, and other causes. Healthy lifestyles and nutrition are promoted through an active physical education program and physical assessment, Fitness Gram. We have a school wide discipline plan in the form of Assertive Discipline. Teachers are trained to implement this program which clearly states expectations for the students and the consequences/rewards that accompany those expectations for the student at school. We have few serious discipline issues and those are addressed with appropriate consequences according to our Student Code of Conduct. Our student discipline has at its core intent to involve parents in the discipline of their children by communicating closely between teacher and parent when issues arise. Our students aim for excellence in their learning and behavior.

Summary of Needs:

- *Build a positive relationship between school and community*
- *Continue to involve parents in school decision-making*
- *Build a spirit of cooperation and collaboration among staff and administration*
- *Emphasize positive leadership development among students*
- *Adhere to culture of high expectations while offering support to those in need*
- *Educate parents on early intervention for young students*
- *School Marquee designating special events for public*

Staff Quality, Recruitment, and Retention

Data Sources Reviewed: Centerville Policy Online, Centerville ISD website, Highly Qualified Report, District Salary Schedule, and Master Schedule

Our goal is to maintain teacher and staff salaries schedules that are competitive for districts our size. Our district moved to the new state salary scale and provided increases to auxiliary staff based on HB(3) and continues to provide raises when budgets allow. New salaries were adopted by the school board for the 2022-23 year. Shortage stipends are paid to help retain teachers in critical areas of need. The human resources department as well as the campus principal target any employees who are not fully certified and works to get them to meet certification requirements. The most essential component is to provide a climate and culture where people want to come to work and feel they are respected as educators and staff members of CISD. We work hard to provide the needed support to maintain an atmosphere where people and students are proud to be employed at Centerville ISD. Discipline is a high priority in our district, and we implement a proactive approach to discipline issues allowing our teachers the ability to deliver quality instruction. In order to maintain and sustain high performance on state assessments we must maintain and retain a high-quality staff. We continuously monitor and assess the safety of our facilities to ensure our students and staff feel safe at school and work by.

Summary of Needs:

- *Offer educational, professional, and moral support to staff members*
- *Continue to hold high expectations for all staff in performance, attendance, professional growth, and technological knowledge*
- *Build a spirit of cooperation, collaboration, and professionalism among staff and administration*
- *Work to maintain benefits and salary within budget constraints*
- *Technology Training to students/staff/administrators*

Curriculum, Instruction, and Assessment

Data Sources Reviewed: STAAR/Benchmark Data, TPRI, CLI Engaged, STAR Math, STAR Reading, STAR Early Literacy, Report Cards, Curriculum Coverage Reports, Student Grade Reports

Target areas for Centerville ISD will be all levels of math, & writing as well as increasing career and technology course offerings, dual credit courses and certifications. District wide focus will be on increasing the percentage of kids across the district meeting the “masters” level on STAAR. All teachers will receive training and continued support on the use of pacing calendars and how to implement these into google docs. Campus administrators will emphasize the importance of knowing and understanding the rigor of the TEKS. Higher level questioning techniques and student engagement in classrooms will also be a major focus for the entire district. We want to see maximum student engagement. The Principal will also ensure all assessments are aligned to what’s been taught and lessons are being delivered per their TEKS pacing calendars. Currently adopted textbooks as well as other resources will be used district wide to align the curriculum and minimize gaps in student learning. Campuses will require lesson plans and biweekly meetings with teachers to know where our teachers are in their instruction and what needs they may have. All lessons need to include higher level questioning. The district academic leadership team composed of the superintendent, principal, and program directors will work to provide professional development based on teacher needs and disaggregated data. The district will continue to provide funds in the budget for computer-based programs for campuses to provide targeted interventions & monitor progress. Usage reports will be monitored each grading period. All campuses will offer parent support with programs to encourage usage at home. The district will continue to work to increase the student to device ratio. All special programs will continue to remain current in their assessment practices. In order to maintain & continue to progress the principal will work closely with the campus staff to maintain curriculum alignment both vertically and horizontally. Following the alignment is critical and must be monitored at the district level by attending teacher team meetings, visiting classrooms, and serving as a resource to the teachers to make sure they have what they need to for instruction.

Summary of Needs:

- *More time spent in classrooms during walkthroughs to monitor and support instruction*
- *Provide training and coaching on using pacing calendars as lesson plans*
- *Training on TEKS for all subjects*
- *Provide training to administrators on the current accountability system*
- *Preparing a district calendar of all UIL events and assessments*
- *Training on higher level questioning strategies in classrooms.*

Curriculum, Instruction, and Assessment

Data Sources Reviewed: STAAR/Benchmark Data, TPRI, STAR Math, STAR Reading, Report Cards, Curriculum Coverage Reports, Student Grade Reports, Discipline Reports

Target areas for Centerville ISD will be to implement testing and data talks starting in Pre-K. Work to increase technology offerings, dual credit courses and industry-based certifications. District wide a focus will continue to be on increasing the percentage of kids meeting the “masters” and “meets” level on STAAR. All teachers will receive training and continued support on the use of the pacing calendars and campus administrators will highly focus attention on curriculum alignment and implementation of programs with fidelity. Campus administrators will emphasize the importance of knowing and understanding the rigor of the TEKS. Higher level questioning techniques and student engagement in classrooms will continue to be a major focus for the entire district along with expecting bell-to-bell teaching. We want to see maximum student engagement. The administration will ensure all assessments are aligned to what’s been taught and lessons are being delivered per their TEKS pacing calendars. Currently adopted textbooks as well as other resources will be used district wide to align the curriculum and recognize and address gaps in student learning. We will implement the acceleration instruction program required by HB 4545. Campuses will require lesson plans and meetings with teachers to ensure the pacing of teaching the TEKS is on schedule. All lessons need to include higher level questioning.

The district academic leadership team composed of the superintendent, principal, and program directors will work to provide professional development based on teacher needs and disaggregated data. The district will continue to provide funds in the budget for computer-based programs for campuses to provide targeted interventions & monitor progress. Usage reports will be monitored each grading period. All campuses will offer parent support with the programs to encourage usage at home. The district will continue to work to increase the student to device ratio utilizing ESSER funds. All special programs will continue to remain current in their assessment practices. In order to maintain & continue to progress the superintendent will work closely with the campus principal to maintain curriculum alignment both vertically and horizontally across the district. Following the alignment is critical and must be monitored at the district level by attending teacher team meetings, visiting classrooms, and serving as a resource. Campus created evaluation system will be used to appraise campus principal and will be used to appraise teachers. Other evaluation tools will be utilized for all other positions. Every employee in the district will receive an evaluation and have a job description.

Summary of Needs: Curriculum and Assessment

- ***Principal will implement weekly focus meetings to keep abreast of current student performance data***
- ***Signed required e-contracts for curriculum support programs based on needs assessments at the campus and department levels***
- ***Principal ensures the teachers have clear knowledge of the TEKS for all subjects and provide training when new curricular materials are introduced.***
- ***Continue to prepare and provide a district calendar of all UIL events and assessments to maximize instructional time.***
- ***Training district wide on higher level questioning strategies in classrooms.***
- ***Principals will complete needs assessments and provide feedback to the superintendent of their curricular and program needs to ensure high quality curriculum and assessment data is available to our teachers.***

Family and Community Involvement

Data Resources Reviewed: Sign-In Sheets for Parent Involvement Activities, Hand-outs from Parent Involvement Meeting, Home-School Compacts, Parent Surveys, Parent Involvement Letters

Centerville ISD plans a variety of parent involvement activities for 2022-2023. We begin the new school year with Meet the Teacher Open House during the week prior to the start of school. Parents are invited to meet their child's teacher and to locate the classroom before the first day of school. Our annual Title I Parent Involvement Meeting is also scheduled to be held during the first six weeks to inform parents of their rights and to give them information on ways to become involved in the education of the children in our district. We invite grandparents to visit the school and to be involved in the educational process. December activities include Christmas parties and celebrations, including an elementary music concert. The elementary campus will sponsor two book fairs to raise money for our school library. Parents volunteer to help with the book fair under the direction of the campus library supervisor. Remind 101 is used to notify parents regarding special events and emergency schedule changes due to weather or early release days. The Parent Portal will be used again this year to allow parents to monitor their child's grades and assignments online. The school website has been updated to include more information for parents and community members. For the coming school year we plan to offer opportunities for parent involvement in the form of family math, science, social studies or reading events and informational meetings.

Summary of Needs:

- ***Parent Involvement is a priority***
- ***Increase communication with parents and community at every opportunity.***
- ***Publicize school events and activities***
- ***Encourage volunteerism***

School Organization

Data Resources Reviewed: District Organizational Chart, Master Schedule

Centerville ISD is a Pre-K-12 campus. For 2022-2023 we will have one class each of Pre-K – 12th grade. The campus is led by one principal and there are 17 teachers on this campus. The classes are divided into teams: Pre-K-K, 1st-3rd, 4th-6th, 7th-12th. These teams work together in planning instruction and they each choose a member of the team to serve on the campus site-based decision-making committee. In addition to the classroom teacher there is an intervention team. For 2021-2022 the team will consist of a Dyslexia/Reading Specialist and one math interventionist. The campus offers art, PE, library classes, and computer lab access for all students. Our campus is a 1:1 computer campus in grades 1-8. The campus is served by the Maintenance/Transportation Director.

Summary of Needs:

- *Add additional classes/personnel as needed to meet the instructional needs of each grade level*
- *Offer early educational experiences to all students through full day preschool and kindergarten classes (Pre-K Teacher)*
- *Insure that all students have opportunities for quality intervention as needed in the school setting (Intervention Teachers)*
- *Offer all preschool and kindergarten students time in the sensory/motor lab for the development of early childhood skills*

Technology

Data Sources Reviewed: District Technology Plan, Target Improvement Plan

Centerville ISD is committed to preparing our students to meet the technology demands of the future. Students use technology to learn in every subject. Our goal is to reach a one-to-one ratio for student devices in our classrooms and to provide the most up to date interactive instructional boards in all classrooms. This is with the understanding that our infrastructure must be kept up to date to support the additional device demands and traffic created from additional devices being added in the district. We are also working to increase our camera coverage within the district to maintain safety in all areas that would be potential safety concerns or probably for theft. Our technology director will continue to support our campus staff always understanding instruction drives technology.

Summary of Needs:

- *Need more student devices in classrooms to adequately meet the curriculum demands*
- *Need to establish a plan to reach a one-to-one ratio of devices to students*
- *More training with teachers on the technology components offered by the adopted curriculum*
- *Training opportunities for the directors to network with other directors*
- *Work towards reducing the number of stand-alone printers and pushing all printing to copiers*

Title I, Part A School-wide Components:

1. A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in section 1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Centerville ISD
District Plan 2022-2023

District Goal 1: Centerville ISD will challenge and encourage all students to meet the “masters” level of achievement on state assessments by providing high quality instruction and utilizing a rigorous curriculum.

District Objective 1.1: Centerville ISD will work to achieve an overall statewide ranking in the top five school districts in the state.

Strategies / Activities	Resource Allocation	Person Responsible	Timeline	Formative Evaluation
1.1A. Collaborate and prepare a district calendar to establish benchmarks and data analysis dates with campus principals.	Local Funds	Supt., Principal	August 2022	Teacher made TEKS calendars
1.1B Data talks will occur between the teachers and principals bimonthly to establish strengths and weaknesses. Administrators will provide needed assistance to maintain pacing and professional growth.	Local Funds	Teachers, Principal	Each 3-weeks	Data talk form & sign-in sheets
1.1C. Increase monitoring of the inclusion schedules of teachers and assistants to provide support to identified students. Provide special education facilitators to help support students.	Special Edu.	Diagnostician, Principal	August 2022	Master Schedules
1.1D Provide funds so teachers may receive their GT certification to offer an inclusive GT program.	GT Funds	Principal & Teachers	August 2022	Copy of Certifications
1.1E Superintendent will collaborate with the principal to monitor instructional programs for use of exemplary lessons, adhere to scope and sequence and use of lesson cycle.	Title I	Principal, Teachers, Consultants, Supt.	Beginning and end of each 6-weeks	Walkthrough reports, Student Performance Data
1.1F Monitor PLC’s in all core areas to help maintain lines of communication for more targeted instruction.	Local Funds	Principal & Supt.	Once per 3 weeks	Meeting minutes & outlines
1.1G Superintendent will be provided with updates on the effectiveness of the RTI programs and HB 4545 Accelerated Instruction Program at all grade levels. Establish Accelerated Learning Committees for those required and provide training if identified as a need	SCE	Principal, Teachers, Interventionist, Parents, Supt	August 2022	Lesson Plans, TEKS calendars, & Master Schedules
1.1H Continue to use research-based intervention computer programs and research-based teaching strategies for reading, math and writing.	Title I, SCE, & IMA, TCLAS	Principal, Teachers,	August 2022	Campus and Student Reports from the programs
1.1I Training will be provided for the campus principal and department heads on the faculty handbook and leadership expectations.	Local Funds	Supt.	August 2022	Calendar Sign-In Sheets
1.1J Training on differentiated instruction and adjusting instruction based on data will occur throughout the year to increase the percentage	Local Funds & Title II	Principal	August 2022	PD Day Attendance Agendas Extended Day & Summer School Attendance Reports
1.1K Extended Day program will be provided for interventions based on performance data.	Title I & ESSER	Principal, Teachers, & Supt.	January 2022	Student lists/ Teacher Plans
1.1L Continue collaborating with Higher Education partners to provide more dual credit options to students including a math and science course. Consider all options to provide these services. Facilitate the implementation of On-Ramps	CCMR	Principal & Supt., Teachers	August 2022- May 2023	List of courses offerings Student Attendance
1.1M Continue to increase the number of CTE classes & certifications offered and increase the number of students passing the certification exams and the number of “completers.”	CTE & College Prep	Principal, CTE Teachers, & Supt.	August 2022	List of Electives List of courses & Certs. offered Master Schedule
1.1 N Implement the district wide truancy (RTI) procedure to address truancy. Provide Credit Recovery programs that deter students from missing school	Local Funds	Principal	Each 6-weeks	Attendance Letters Attendance Contracts
1.1. O The district will promote “Writing Across the Curriculum” in all classes.	Local Funds	Supt., Principal, Teachers,	Each 6-weeks	Pacing Calendars

District Objective 1.2 Centerville ISD will work to achieve an “A” rating as a district on state accountability.

Strategies / Activities	Resource Allocation	Person Responsible	Time Line	Formative Evaluation
1.2 A Principals will be responsible for reviewing student data to identify students who are in need of interventions and for coordinating, monitoring and adjusting based on current data.	Local Funds	Principal	August 2022	District Discipline Forms Sign-In Sheet
1.2 B Both campuses will provide time and staff for accelerated instruction and TIER remediation during the school day.	SCE	Principal	August 2022	Master Schedules
1.2 C Proactive approaches to discipline will be used to increase instructional time for students struggling with behavioral concerns.	Local Funds	Campus Principal, Teachers, Sped. Coop. Staff	Each 6 weeks	Discipline Reports
1.2 D The District will continue to provide technology support and the infrastructure necessary to enhance the development of the curriculum and establish including copier contracts and phone systems.	ESSER, Local ,	Supt, Principal, & Technology Director	Each 6 weeks	Purchase orders Campus Technology Tickets Region 6 Contracts
1.2 E Continue to staff the campus libraries with trained staff to promote reading at all grade levels.	Local Funds	Principal & Superintendent	August 2022	Staff Rosters , AR & STAR Reports, Region 6 Contract
1.2 F The AR program will be promoted, and incentives provided for top readers and academic UIL participants.	Local Funds & IMA	Principal, Librarian Assistants, & Teachers	August 2022 Each Semester	List of students AR Student Reports Invoices Student Certificates
1.2 G The District will utilize IXL and Istation as a supplemental resource for RTI tier interventions & acceleration.	Local & IMA	Principal	August 2022	RTI Lessons
1.2 H Training will be provided on the current accountability system.	SCE	Principals, Supt. & Interventionist	August 3, 2022	Calendar Email Confirmation
1.2 I Monitor campus instructional strengths and weaknesses with the principals through data talks following benchmark assessments during weekly focus meetings	Local Funds	Supt.	Each 6-weeks	Data Talk Minutes
1.2 J Maintain the district wide calendar including all events and assessments.	Local	Supt., Principal, & Counselor	August 2022 6-Weeks	District Calendar
1.2 K Provide opportunities for staff development for teachers in need of training in identified areas of weakness.	Title & ESSER	Principals & Assistant Principals	August 2022 PD Calendar	Sign-In Sheets & PD Agendas
1.2 L Monitor and adjust student groups based on benchmark results.	Local Funds	Principals, & Supt.	April 2022	Benchmark Scores, Student Lists & Master Schedules
1.2 M Intervention teachers, special education teachers and instructional aides and facilitators will be provided on each campus	SCE, ESSER II, Special Edu.	Supt., & Principals	August 2022	Payroll
1.2 N The District leadership team meetings and Principal Meetings will be held monthly.	Local Funds	Superintendent, Department Heads All Campus Admins	August 2022- July 2023	Minutes from the meetings Sign In Sheets Agendas
1.2 O The District will provide Extended Day and Summer School programs if needed.	Title & ESSER III Funds	Principals, & Supt.	August 2022- May 2023	Plans, Payroll, Teacher Schedules, student lists
1.2 P The district will continue to contract with Region 6 for network support & plans for infrastructure upgrades.	Local, ESSER Funds	Superintendent, & Technology Directors,	August 2022	Region 6 Contract & Technology Meeting Minutes

District Goal 2: Centerville ISD will provide resources and services to assure the success of all student demographic groups and special populations.

District Objective: The district will ensure the opportunities are available within the instructional day for accelerated learning for all student subgroups and all special populations.

Strategies / Activities	Resource Allocation	Person Responsible	Time Line	Formative Evaluation
2.1 A Identify and meet the needs of GT students	Local, GT	Principal	August 2022	Migrant Surveys
2.1 B A Dyslexia teacher will be provided for the district to work with this population.	Dyslexia Allotment	Dyslexia Teacher	August 2022	Contract Payroll
2.1 C The district will continue to support credit recovery with an online credit recovery program (Acellus)	CTE & Local	Superintendent, Principal, & Teacher	August 2022– May 2023	List of Students List of Graduates Attendance
2.1 D The special education cooperative staff will provide training to all staff prior to school starting on special education, 504 accommodations and IEPs.	Local Funds	Principal, & Diag,	August 2022	Sign-in sheets In-Service Agendas
2.1 E The district continues to support the campuses with teachers and instructional assistants to help keep the student-teacher ratio at or below the state average. Considering additional special education teachers for each campus based on numbers and needs.	Special Education, SCE & Title	Principal, & Superintendent	August 2022	Payroll
2.1 F The Special Education Cooperative will support student discipline for special needs students with the assistance of the LSSP. Provide individual training on BIPs	Local, & Federal IDEA-B	Special Ed. Director, LSSP, Principal, & Superintendent	August 2022- May 2023	Contract with Sped. Coop. ARD Meetings
2.1 G The Special Education Diagnostician will provide lists of student accommodations and supplemental aides approved through ARD meetings.	Special Education Funds	Special Ed. Director, Principals, & Supt.	Each 6-Weeks	Minutes from Meetings Student ARD's
2.1 H District will provide access and payment to meet GT training requirements for required teachers.	GT funds-Local	Supt., & Principal	June 2022- Dec. 2023	Certificates Registration
2.1 I The district will continue to investigate further college courses, certifications, and career tech. courses. Reimbursement of tuition for college, and full payment for CTE certifications recognized by the state.	CCMR & CTE	Principal, & Supt.	Each 6 weeks	Payroll /Angelina Contract Master Schedules Reimbursements
2.1 J Intervention teachers and instructional aides and facilitators will continue to be provided at all levels.	SCE	Superintendent, & Principal	August 2022	Contracts Payroll

District Goal 3 Centerville I.S.D. will maintain a safe and drug free, sanitary environment to promote campus safety.

District Objective: 3.1 CISD will provide a place conducive to learning for all students, faculty and staff with no incident reports for the 2021-2022 year.

Strategies / Activities	Resource Allocation	Person Responsible	Timeline	Formative Evaluation
3.1 A District will continue to implement the adopted guardian plan for security, and train employees in the program.	Local	Superintendent	August 2022	Guardian Plan Training Certificates Meeting Notes
3.1 B. Supt. will work with the maintenance department director to maintain the facilities and ensure safety issues are addressed immediately.	Local	Superintendent Maintenance Director	Sept. 2022- August 2023	Maint. Dept. Lists Meeting Minutes & Emails
3.1 C Transportation & Maintenance Director will meet weekly with the Supt. to discuss facility needs, budget, and provide updates on current projects.	Local	Trans. and Maint. Director & Supt.	August- August 2022-2023	Board Minutes Board Agenda Weekly Meeting Notes
3.1 D Expectations for buildings will be set by the Superintendent. Walk-throughs will be conducted to discuss all areas of the campuses to ensure safety and wellness of our students. Weekly door checks will be performed.	Local	Superintendent, Campus Principal, Maint. Director,	August. 2022	Schedules List of identified areas
3.1 E The district provides access to resources and training to promote an active and healthy lifestyle.	Local Funds	Supt.& Principal	Fall 2022- Spring 2023	Certificates Exercise Rm
3.1 F The School nurse will train staff on completion of incident reports and proper procedures.	Local Funds	School RN	August 2022	Agenda Incident Forms
3. 1 G The district will provide training for all HS students prior to graduation in CPR.	Local	Principal & Teachers	Spring 2023	Lesson Plans

Goal 4: Centerville ISD will provide a supportive, positive, learning and teaching environment for students and staff members.

District Objective: 4.1 The district will provide a variety of intensive, compensatory, and/or accelerated instructional environment for students that are at risk of dropping out.

Summative Evaluation: Increase in academic achievement as measured on the local and state assessments. Increase in the number of students graduating on the Recommended Graduation Plan. Increase in the number of students who find success in Tier I, II and III interventions.

Strategy/Activities	Resource Allocation	Person Responsible	Timeline	Formative Evaluation
4.1 A. Teaching strategies that are age, grade, and level appropriate will be implemented to enable students to compensate for their weakness.	Local	Principal Regular Education Teacher Special Education Teacher	August 2022 Through May 2023	STAR levels Six weeks grades Student mastery of grade level TAKS tests Benchmark Tests Teacher documentation
4.2 B Students will be taught their age-appropriate grade level TEKS using research-based materials to accelerate learning.	Local	Principal Regular Education Teacher Special Education Teacher	August 2022 Through May 2023	Student mastery of age-appropriate grade level TEKS STAR Level Six weeks grade Progress Reports
4.3 C Conduct Fitness Gram for students grade 1-8	Local	Principal	May 2023	Fitness Gram Results