Comanche Independent School District

District Improvement Plan

2024-2025

Mission Statement

It is the mission of Comanche ISD to educate all students to their full potential, preparing them to be skillful, life-long learners, effective communicators, and conscientious citizens of society.

Vision

The Board of Trustees of Comanche ISD envisions a school district that: Equips all students with the essential knowledge and skills to achieve their full potential, developing them to read critically, speak fluently, write competently, and listen effectively; Is student-centered and recognized by peers for success in all programs and activities; Inspires an enthusiasm for excellence and a quest for new knowledge and skills in both staff and students; Creates a safe environment to promote the development of moral values and character traits that prepare students for the responsibilities required of conscientious citizens of society, and; Mobilizes the best efforts of all stakeholders toward the common goal of the best interests of the students of Comanche ISD.

Belief Statements

It is the belief of the Board of Trustees of Comanche ISD that the following statements express the fundamental values and core principles to guide all decision-making, planning, organization and administration of the school district. All students can learn and it is the responsibility of Comanche ISD to provide adequate and equitable opportunities for students to achieve their full potential. Students achieve best in a safe, orderly environment, led by a staff of qualified, dedicated professionals with high expectations, and supported by parents and community committed to the pursuit of educational excellence. Educational excellence for all students can be achieved through effective and efficient organization and allocation of available resources, training, and staff development.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Percentages will not add up to 100% because some students report in multiple categories.

Comanche ISD submitted a Fall 2022 Student Population of 1,339 students as of 12/2/22.

ISD/School	Comanche ISD Total	Comanche High School	Jefferies Junior High School	Comanche Elementary School
Total	1,339	360	277	639
Hispanic-Latino	55.04% 737 students	51.11% 184 students	55.23% 153 students	54.77% 350 students
White	43.02% 546 students	45% 162 students	43.68% 121 students	43.98% 281 students
Two-or-More	0.90% 12 students	2.22% 8 students	0.36% 1 student	0.31% 2 students

ADA - 95.16

Titel I Part A 47.72% 639 students

Title I Homeless 1.42% 19 students

Economic Disadvantage total 63.11% 845 students

Special Education 13.97% 187 students

Dyslexia - 5.75% 77 students

Section 504 5.53% 74 students

Gifted Talented 5.53% 74 students

Career & Technology

At Rist 52.88% 708 students

Emergent Bilingual 15.38% 206 students

Bilingual 3.29% 44 students

English as a Second Language 10.53% 141 students

Foster Care 8 students

Immigrant 1.19% 16students

Migrant 4.26% 57 students

Military-Connected 2.09% 28 students

Demographics Strengths

- A larger number of students in our lower grades
- Smaller classes continue through grade levels
- A higher number of Career & Technology enrollment

Student Achievement

Student Achievement Summary

- Implementation of specialized dyslexia program on all campuses
- Student Needs are identified through campus faculty meetings
- Staff suggestions to district-level personnel

Student Achievement Strengths

- College Classes
- Dual Credit Classes
- Specialized Dyslexia Program
- Credit Recovery Program
- Targeted Academic Labs

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Minimal student growth on STAAR scores.

Problem Statement 2: Limited TELPAS growth.
Root Cause: Need additional training for staff and students for online testing.

Problem Statement 3: Continual decrease in attendance.
Root Cause: Lack of enforcement due to changes in truancy laws.

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

- Student Achievement Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: Achieve excellence through equity for all students.

Performance Objective 1: STAAR/EOC data will reflect growth in Approaches areas that were below 80.

    HB3 Goal

    Evaluation Data Sources: STAAR / EOC results

Strategy 1 Details			Reviews			
Strategy 1: Student Growth data will reflect an increase in subject areas that are below 80%.			**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR / EOC Scores			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals, Teachers **Equity Plan** **Funding Sources:**						

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

Goal 1: Achieve excellence through equity for all students.

Performance Objective 2: Utilize the MAP's Program to ensure that students are receiving the instruction needed to be successful.

    Evaluation Data Sources: MAP's Reports, RTI and AT Risk Data

Strategy 1 Details	Reviews			

Strategy 1: Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
    Strategy's Expected Result/Impact: Increased growth with STAAR results
    Staff Responsible for Monitoring: Principals, Counselors, Teachers
 	
    Funding Sources: - $40,000, , ,
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**

       0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: Achieve excellence through equity for all students.

Performance Objective 3: Maintain the Head Start and Early Head Start Programs.

HB3 Goal

Strategy 1 Details				Reviews			
Strategy 1: Maintain the Head Start Program to provide early developmental skills.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment Numbers **Staff Responsible for Monitoring:** Head Start Teachers, Aides, Principal **Funding Sources:**				Dec	Feb	Apr	June
Strategy 2 Details				**Reviews**			
Strategy 2: Maintain the Early Head Start Program for students pre-birth to 3 years old.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Enrollment numbers **Staff Responsible for Monitoring:** Early Head Start Director, Early Head Start Teachers, Aides **Funding Sources:**				Dec	Feb	Apr	June
Strategy 3 Details				**Reviews**			
Strategy 3: Increase attendance rates for Head Start from 86% to above 90%				**Formative**			**Summative**
Strategy's Expected Result/Impact: PEIMS Reports **Staff Responsible for Monitoring:** Head Start Director, Family Service Workers, Social Workers, Head Start Teachers **Funding Sources:**				Dec	Feb	Apr	June

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

Goal 1: Achieve excellence through equity for all students.

Performance Objective 4: Continue to have a professional staff member with the primary responsibility for educating students with disabilities for District and Campus Planning and Decision Making Process.

High Priority

HB3 Goal

Evaluation Data Sources: Campus and District Improvement Plans

Goal 1: Achieve excellence through equity for all students.

Performance Objective 5: Improve participation in advanced academics and CTE courses through parent meetings and student counseling.

Evaluation Data Sources: CCR Data

Strategy 1 Details			Reviews			
Strategy 1: Expanding CTE and advanced course offerings.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve CCR Data			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: CHS Administration, Counselors, and STAFF **Funding Sources:** , ,						

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 1: Achieve excellence through equity for all students.

Performance Objective 6: All Emergent Bilinguals will demonstrate growth by at least one performance level in at least one of the four domains of TELPAS (listening, speaking, reading, writing).

High Priority

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Structure, monitor, and support instruction for Emergent Bilingual students to meet their needs for language acquisition in all subject areas with the support of teachers who have earned ESL certification.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increase by 3% the number of EBs scoring Approaches Grade Level or better on all tests taken. **Staff Responsible for Monitoring:** Principals, Counselors, Staff, District Special Programs **Funding Sources:** , ,				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 1: Implement Guardian Program within the District

    High Priority

    Evaluation Data Sources: Updated Emergency Operations Plan

Strategy 1 Details	Reviews			
Strategy 1: Work with Tac Pro to implement and train Guardian Program at CISD.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Trained Guardians on each campus at CISD	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent, School Board, SRO, Guardians **Funding Sources:**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 2: Implement Silent Panic Alert Technology

    High Priority

    Evaluation Data Sources: Updated Emergency Operations Plan

Strategy 1 Details	Reviews			
Strategy 1: Implement and Train Staff on Raptor Alert	**Formative**			**Summative**
Strategy's Expected Result/Impact: A silent system signal generated by the activation of a device, either manually or through software applications, intended to signal a drill, intended to signal a life-threatening or emergency situation (such as an active shooter, intruder, or other emergency situation) requiring a response from law enforcement and/or other first responders. **Staff Responsible for Monitoring:** Superintendent, SRO, Safety Coordinator, Principals	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Improve safety procedures at campuses	**Formative**			**Summative**
Strategy's Expected Result/Impact: Run campus drills to ensure Emergency Operation Plans are up-to-date, effective, and efficient. **Staff Responsible for Monitoring:** Superintendent, SRO, Safety Coordinator, Principals	**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Provide a safe, positive environment for students to learn and staff to teach.

Performance Objective 3: Increase exterior door sweeps and internal Intruder Detection Audits to meet the needs of Texas Education Code 31.207

High Priority

Evaluation Data Sources: SRO, Principal, and Superintendent exterior door checks. Texas School Safety Center's Intruder Detection Audit

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 1: Recruit or develop highly qualified staff.

High Priority

Evaluation Data Sources: Principal's attestation report

Strategy 1 Details		Reviews			
Strategy 1: Develop fully certified staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Enhance the overall educational experience and success of students within the district.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals					
Funding Sources:					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 2: Implement a comprehensive mentoring program to support new, inexperienced, teachers in need of assistance, and new administrators.

Evaluation Data Sources: Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Pair staff members with experienced mentors who can provide guidance, support, and constructive feedback. Establish regular check-ins and reflection sessions to address challenges, share best practices, and facilitate professional growth.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: T-TESS and Growth Data **Staff Responsible for Monitoring:** Principals, Instructional Coaching, Curriculum Director				

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

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 3: Continue $500 Retention Incentive given in late November to all employees.

Evaluation Data Sources: Retention Data

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 4: Create stipend for Bilingual Certified Teachers, HB3 Retention Incentive stipend for 6+ years of experience, and High Needs areas (SPED, High School Math/Science).

High Priority

HB3 Goal

Evaluation Data Sources: Retention Data

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 5: Expand the opportunity for teachers to participate in the Teacher Incentive Allotment

    Evaluation Data Sources: BOY/EOY data, TIA application approvals

Strategy 1 Details				Reviews			
Strategy 1: Submit expansion application to include all teachers for TIA.				**Formative**			**Summative**
Strategy's Expected Result/Impact: ALL CISD teachers will have the opportunity to qualify for allotments, and designated teachers will seek to join CISD to improve their designation status.				**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent, TIA Coordinator							
Funding Sources:							

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

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 6: Create a climate that appreciates the teachers and staff throughout the year. This is to include any staff appreciation and other purchases to help boost the morale of staff including any activities, meals, or refreshments.

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 7: Recruit highly qualified Staff

    Evaluation Data Sources: Highly Qualified Report

Strategy 1 Details		Reviews			
Strategy 1: Improve CISD Brand in recruiting prospective staff at job fairs, and during interviews, including providing merchandise promoting the district.		**Formative**			**Summative**

Strategy's Expected Result/Impact: Staffing reports
    Staff Responsible for Monitoring: Administrative Team
 	
    Funding Sources:
		Dec	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Improve CISD Brand with media. Showcase staff and students on Social Media and with local media outlets		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in quality applicants / Increase in positive media presence **Staff Responsible for Monitoring:** Administrative Team		**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 3: Recruit, nurture, train, and retain a staff of dedicated and highly qualified professionals.

Performance Objective 8: Create and maintain an environment that emphasizes the physical safety of all Comanche ISD students and staff members.

High Priority

Evaluation Data Sources: Sentinel Document Repository

Strategy 1 Details		Reviews			
Strategy 1: Create a district level Safety and Security Coordinator position.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide logistical and operational support in the planning, implementing, and supporting school safety and security. Typical responsibilities include: working with campuses to provide risk assessments/recommendations, threat analysis, and providing operational readiness and conducting in-house safety and security audits, implementing required mandates from the Texas School Safety Center, acting as a liaison between our campuses and local public safety, assisting campuses with planning and completing emergency drills, including after-action reports. Other responsibilities will include interacting with vendors and coordinating communications with campuses regarding safety and security **Staff Responsible for Monitoring:** Superintendent		**Dec**	**Feb**	**Apr**	**June**
		N/A	N/A	N/A	

Strategy 2 Details		Reviews			
Strategy 2: Maintain the Comanche ISD Guardian program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus safety.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Superintendent, Safety and Security Coordinator		N/A	N/A	N/A	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes, and confidence necessary to be a functioning members of society.

Performance Objective 1: Meet Diverse Needs of Migrant Students

Evaluation Data Sources: Migrant Compliance Report

Strategy 1 Details			Reviews	
Strategy 1: Involvement of parents in the academic success of their children		**Formative**		**Summative**
Strategy's Expected Result/Impact: Sign-in sheets	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals, Councilors, Migrant Coordinators, Migrant Paraprofessionals				
Funding Sources: - 5000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: Incorporate all Migrant Education Program activities/services/plans and guidelines to enable all migrant students to achieve mastery of all TEKS and also enable them to develop the knowledge, attitudes, and confidence necessary to be a functioning members of society.

Performance Objective 2: Within 30 days of enrollment date, all LEP or Emergint Bilingual (EB) students will be receiving service in the appropriate program, designed to facilitate English language acquisition.

Evaluation Data Sources: LPAC, TELPAS, MAP data

Strategy 1 Details				Reviews			
Strategy 1: Resources will be used as supplemental instructional strategies to support academic success for ESL students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: ESL certifications, TELPAS Reading, LAS, PreLAS, District assessment, End-of-year evaluation				Dec	Feb	Apr	June
Staff Responsible for Monitoring: LPAC Committees, Principals **Funding Sources:** Title III							
	0% No Progress	100% Accomplished	Continue/Modify		Discontinue		

Goal 5: Ensure that all children receive a high-quality education, and close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards.

Title I

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	STAAR assessment data will reflect a growth in subject areas that are below 80%.
1	7	1	Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
7	2	1	Identify students who may be at risk for academic failure
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards
7	4	1	Identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning
7	9	1	Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs

2.5: Increased learning time and well-rounded education

Title I Schoolwide Element's Strategies

Goal	Performance Objective	Strategy	Description
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards

2.6: Address needs of all students, particularly at-risk

Goal	Performance Objective	Strategy	Description
1	1	1	STAAR assessment data will reflect a growth in subject areas that are below 80%.
1	2	1	Increase attendance rates at each campus to 97% or above.
1	7	1	Utilize the MAP's Program to ensure that students are receiving the instruction needed to succeed. Use data from the reports to ensure growth by all students.
7	1	1	Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.
7	2	1	Identify students who may be at risk for academic failure
7	3	1	Provide additional educational assistance to individual students that need help in meeting the challenging State academic standards
7	5	1	Identify and address disparities for low income students and minority students being taught at rates higher than other students by ineffective, inexperienced, or out-of-field teachers

Goal	Performance Objective	Strategy	Description
7	7	1	Provide services to homeless children and youths, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youths in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.
7	9	1	Provide support, coordinate, and integrate services for transition of participants in such programs to elementary school programs
7	10	1	Support efforts to reduce the overuse of discipline practices that remove students from the classroom. Identify schools with high rates of discipline and disaggreate by subgroups of students.

4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
7	6	1	Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement
7	8	1	Implement effective parent and family engagement

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
7	6	1	Research on parental involvement that fosters achievement to high standards for all children and incorporates strategies to lower barriers for parental participation in school planning, review, and improvement
7	8	1	Implement effective parent and family engagement

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance