

# Longview Independent School District

## Ware Elementary

### 2023-2024 Improvement Plan

**Accountability Rating: C**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics



**Board Approval Date:** October 16, 2023

# Mission Statement

At Ware East Texas Montessori Academy, our mission is to provide each student with the highest quality of education in a secure, supportive, and challenging environment that embraces life-long learning, promotes academic excellence and diversification. We endeavor to provide students with opportunities to grow academically physically, and culturally

# Vision

At Ware East Texas Montessori Academy, we will instill a foundation for lifelong learning by engaging students in an innovative and collaborative atmosphere to facilitate a global perspective and deeper understanding of cultural diversity in all of our students.

# Value Statement

We Believe that:

Quality instruction and opportunity for growth will enable students to achieve at their highest levels. All staff members must demonstrate understanding of cultural diversity, proficiency in his/her subject matter, and continuous commitment to increasing academic excellence. Presenting lessons relative to real-world situations and utilizing technology will help students to develop essential skills that aid in life-long learning. Self-discipline, a strong work ethic and confidence in one's ability to excel are essential for students to become productive citizens. Stakeholders enhance student's success. Parents, educators and community are important contributors to the educational success of our children and share mutual responsibility. Faculty, staff, parents, students, and community all share mutual responsibility in meeting the needs of academic longevity.

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 4
  - School Processes & Programs 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
  - Goal 1: Improve Recruitment and Retention of Quality Personnel 11
  - Goal 2: Improve daily attendance by actively monitoring and providing events/programs to increase parent engagement. 12
  - Goal 3: Implement district initiatives with fidelity to ensure compliance and expectations, inclusive of training for staff as a success criteria. 15
  - Goal 4: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning. 18
  - Goal 5: Upgrade technology devices to implement new tools and strategies to support learners in the STAAR redesign, inclusive of online subscriptions, trainings and consumables. 19
- Targeted Support Strategies 20
- State Compensatory 21
  - Budget for Ware Elementary 22
  - Personnel for Ware Elementary 22
- Title I Personnel 22

# Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

## Demographics

### Demographics Summary

Ware East Texas Montessori Academy is a 1st-5th grade Title I campus located in Longview ISD. Longview ISD serves over 8600 prekindergarten through twelfth-grade students in a diverse and growing district located in Gregg County. The purpose of this improvement plan is to focus on the 2022-2023 school year by using the demographic information from May 2022. The current school enrollment at Ware Elementary is 405, which is slightly decreased from the 2021-2022 school year at 458. Data from May 2022 indicates that the Hispanic student group is the largest population with 64% of the student body. The African American student group is the second largest with 30% of our students in this group. The Asian student group is the smallest with a total of 1% of our students. The White student group is 5%. There are 2% students classified as two or more races. Out of the 405 students enrolled, 81% are listed At Risk, Less than 1% are in the Gifted and Talented program, 42 students receive Special Education services, 96% are listed as Economically Disadvantaged, 46% are classified as ELL students. According to the 2021-2022, TAPR report, Ware Elementary has a mobility rate of 12% which is lower than the state average of 16% and the district rate of 20%. The average daily attendance rate was 96.5% which was higher than the district average of 96.0% and the state average of 95.8%.

### Demographics Strengths

- School of Choice
- The mobility rate of our population is relatively low and allows for consistency and scaffolding based on concepts and skills taught in previous years.
- Based on the 2021-2022 TEA School Report Card, the distribution of demographics of students is aligned to the demographics of teachers.
- We have a low turnover percentage Mobility rate is low
- Our school tracks daily students and staff attendance and displays it on a bulletin board. We celebrate perfect attendance every month for students and staff

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** African American and Economically Disadvantaged students continue to lag behind in performance as compared to other groups. **Root Cause:** Lack of opportunity and background experiences

# Student Learning

## Student Learning Summary

Texas provides annual academic accountability ratings to the public school districts, charters and schools. The ratings are based largely on performance on state standardized tests. The ratings examine student achievement, student progress, and efforts to close the achievement gap.

Domain 1: Student Achievement - 70

Domain 2: Student Progress - 85

Domain 3: Closing Performance Gaps - 78

The campus overall rating was a B. Ware is NOT targeted for additional support.

| Grade | Subject | Teacher | Total Students | Masters | Masters % | Meets | Meets % | Approaches | Approaches % | Below | Below % |
|-------|---------|---------|----------------|---------|-----------|-------|---------|------------|--------------|-------|---------|
| 3rd   | Math    | Ware    | 85             | 14      | 16%       | 29    | 34%     | 57         | 67%          | 28    | 33%     |
| 4th   | Math    | Ware    | 93             | 22      | 24%       | 37    | 40%     | 60         | 65%          | 33    | 35%     |
| 5th   | Math    | Ware    | 83             | 17      | 20%       | 36    | 43%     | 63         | 76%          | 20    | 24%     |
| 5th   | Science | Ware    | 84             | 10      | 12%       | 21    | 25%     | 47         | 56%          | 37    | 44%     |
| 3rd   | Reading | Ware    | 53             | 13      | 25%       | 24    | 45%     | 41         | 77%          | 12    | 23%     |
| 4th   | Reading | Ware    | 93             | 18      | 19%       | 37    | 40%     | 61         | 66%          | 32    | 34%     |
| 5th   | Reading | Ware    | 83             | 23      | 28%       | 41    | 49%     | 63         | 76%          | 20    | 24%     |
| 4th   | Writing | Ware    |                |         |           |       |         |            |              |       |         |

## Student Learning Strengths

Ware East Texas Montessori Academy ensures that all students are provided with teachers who are working diligently to implement best instructional practices in Kinder through 5th grade. To facilitate student growth on the Math, Reading and Language Arts, Ware East Texas Montessori Academy teachers follow district adopted curriculum and pacing of HMH Into Reading and Arriba la lectura. Students and teachers in grades 1st - 5th continue to use the Math in Focus program. Teachers provide Science instruction every day for 45 minutes in grades 1st - 5th. In Social Studies, teachers utilize Studies Weekly and other resources. . Our students are provided additional support during rotations with Zearn and Booknook to help target interventions. Teachers and interventionists used the data and information to guide instruction and create small groups. In addition to analyzing data from unit and module assessment, students complete two Interim Assessments. Teachers have attended district and campus professional learning and training for SIOP and Gomez & Gomez components in order to support our significant Emergent Bilingual population. TELPAS required training for staff administering the TELPAS is also completed yearly. In 3rd-5th grade. Technology integration is a very important factor in fostering academic growth. Teachers received training for Classlink, Zearn, DMAC and, Cambium, which informed teachers about other ways to present assessments and instruction.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Problem Statement 1 (Prioritized): 41% of students did not meet approaches on Reading STAAR. 33% of ELLs did not meet approaches on Math STAAR.

**Root Cause:** Teachers struggle with effectively implementing ELLs Gomez & Gomez instructional strategies and differentiated instruction to struggling readers. Teachers need training using math strategies.

# School Processes & Programs

## School Processes & Programs Summary

The East Texas Advanced Academies Charter Network provides pacing guides and assessment schedules to the campus. Ware is also transitioning to a 1-5 Montessori school and following the Montessori curriculum in grades 1 and 2 this year. This will be phased in to include one additional grade for the next 4 years. The district has a well organized and implemented testing system that provides formative and summative data using the DMAC Data System.

There are a total of 35 certified professionals on the campus as well as 6 paraprofessionals and office staff members. The campus has one administrator and one curriculum support specialist assigned to the campus.

## School Processes & Programs Strengths

Ware East Texas Montessori Academy has several programs that give students an opportunity to ensure academic success as well as leadership opportunities to help build their self-esteem. We offers after school tutorials for 1st-5th grade, and we also have intervention time built in during the day. Accelerated Instruction will be a focus this year as well, based on TEA expectations. Ware East Texas Montessori Academy also has Reading Interventionists who service students during the day. Ware East Texas Montessori Academy has the P.E. Club, Student Council, and Morning Announcements Crew which allow student leadership. CIS aids identified students and families as needed, and students participate in Backpack Buddies to aid in food scarcity at home. Our Family Engagement Center is open daily for parent volunteers volunteer at the school, as well as other learning opportunities. We also have Principal of the Day recognition and Awards Assembly programs tied into leadership traits. Staff members new to Ware East Texas Montessori Academy are required to participate in the districts Tex Best program for three consecutive years. The expectation is that each new teacher obtains 35 hours of professional development. In addition to the program. Also, new teachers to Ware East Texas Montessori Academy also participate in mentor teacher program so that all staff succeed..

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Parent engagement in the academic process is low. **Root Cause:** Campus processes do not provide many opportunities for two way communication and parent empowerment in regard to academics.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

# Goals


Revised/Approved: June 8, 2023


**Goal 1:** Improve Recruitment and Retention of Quality Personnel


**Performance Objective 1:** Increase the student teacher participation rate in LISD classrooms 5% by the end of the 2023-2024 school year.


**Evaluation Data Sources:** Employment Records

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Actively work with HR department to recruit highly qualified candidates to potentially hire for the upcoming school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Seek potential talent in the hiring pool.</p> <p><b>Staff Responsible for Monitoring:</b> Faith Greer</p> <p><b>Title I:</b><br/>2.6</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b><br/>Lever 2: Strategic Staffing</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**Goal 1: Improve Recruitment and Retention of Quality Personnel**

**Performance Objective 2: Increase the teacher retention rate and employment of highly qualified staff by 10%.**





**Evaluation Data Sources:** Employment Records

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Assist staff is gaining certification in content area before the end of the school year.<br/> <b>Strategy's Expected Result/Impact:</b> All staff 100% certified.<br/> <b>Staff Responsible for Monitoring:</b> Faith Greer</p> <p><b>Title I:</b><br/>                     2.4, 2.5<br/> <b>- TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 5: Effective Instruction</p>                                 | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Provide modeling walks to train teachers with Teacher Incentive Allotment staff.<br/> <b>Strategy's Expected Result/Impact:</b> Teachers will gain foundation and best practices to implement instruction.</p> <p><b>TEA Priorities:</b><br/>                     Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>                     Lever 2: Strategic Staffing<br/> <b>- Targeted Support Strategy</b></p>  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p> |           |     |     |           |

**Goal 2:** Improve daily attendance by actively monitoring and providing events/programs to increase parent engagement.

**Performance Objective 1:** Increase Family Engagement on magnet campuses by 50%.





**Evaluation Data Sources:** Family Engagement Plans; Sign-in sheets, and Agendas from meetings

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Work closely with parents and community to develop events to increase parental engagement on campus.<br/> <b>Strategy's Expected Result/Impact:</b> Increase and maintain a positive relationship with stakeholders and community members.<br/> <b>Staff Responsible for Monitoring:</b> Faith Greer</p> <p><b>Title I:</b><br/>                     4.1<br/>                     - <b>TEA Priorities:</b><br/>                     Improve low-performing schools<br/>                     - <b>ESF Levers:</b><br/>                     Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

**Goal 2:** Improve daily attendance by actively monitoring and providing events/programs to increase parent engagement.

**Performance Objective 2:** Longview ISD campuses will increase partnerships with local educational institutions of higher learning, medical institutions, and with local businesses by 50%.





**Evaluation Data Sources:** MOUs; Business and community partnerships; Volunteer documentation

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Welcome local business partners to campus to assist in volunteering on campus inside/outside the classroom.<br/> <b>Strategy's Expected Result/Impact:</b> Increase community presence on campus and engagement.<br/> <b>Staff Responsible for Monitoring:</b> Admin team</p> <p><b>Title I:</b><br/>2.6, 4.1<br/> <b>- TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools<br/> <b>- ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|   | Nov       | Jan | May | June      |
|   |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>  |           |     |     |           |

**Goal 2:** Improve daily attendance by actively monitoring and providing events/programs to increase parent engagement.

**Performance Objective 3:** Increase social media/online presence in new outlets by 25%.





**Evaluation Data Sources:** Data Reports

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Use Facebook and Thrillshare app to highlight student achievement and events<br><b>Strategy's Expected Result/Impact:</b> Increase student enrollment and community engagement<br><b>Staff Responsible for Monitoring:</b> Faith Greer  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 3:** Implement district initiatives with fidelity to ensure compliance and expectations, inclusive of training for staff as a success criteria.

**Performance Objective 1:** Meet the requirements of the IB mission statement: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

**Evaluation Data Sources:** Periodic Surveys and Observations





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Ensure all staff is IB trained by the end of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> IB framework implemented with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> IB Coordinator</p> <p><b>Title I:</b><br/>2.5</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |



**Goal 3:** Implement district initiatives with fidelity to ensure compliance and expectations, inclusive of training for staff as a success criteria.

**Performance Objective 2:** Montessori implementation in grades 1 - 2.





**Evaluation Data Sources:** Observations, Assessment Data, Instructional Plans

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Ensure that all 1st - 2nd grade teachers are fully Montessori Trained</p> <p><b>Strategy's Expected Result/Impact:</b> all 1st - 2nd grade teachers are implementing the Montessori framework with fidelity</p> <p><b>Staff Responsible for Monitoring:</b> Montessori Facilitator</p> <p><b>Title I:</b><br/>2.4</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 3:** Implement district initiatives with fidelity to ensure compliance and expectations, inclusive of training for staff as a success criteria.

**Performance Objective 3:** Gomez and Gomez implementation one way to two way dual language program and training for staff.





**Evaluation Data Sources:** Observations, Assessment Data, Instructional Plans

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Ensure all bilingual staff are fully trained in Gomez and Gomez model<br><b>Strategy's Expected Result/Impact:</b> To move from a one way to two way language model<br><b>Staff Responsible for Monitoring:</b> Bilingual lead teacher<br><br><b>Title I:</b><br>2.5  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 4:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 1:** Schedule and conduct require safety drills, document and request needed repairs to ensure a sound and safe facility.





**Evaluation Data Sources:** Drill Manager, Raptor check in, observations - door sweeps

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Practice and schedule routine drills to ensure goals are meeting expectations<br><b>Strategy's Expected Result/Impact:</b> Ensure all students and staff are safe<br><b>Staff Responsible for Monitoring:</b> Building Principal  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 5:** Upgrade technology devices to implement new tools and strategies to support learners in the STAAR redesign, inclusive of online subscriptions, trainings and consumables.

**Performance Objective 1:** Provide teachers with up to date resources to support the instruction and planning of rigorous curriculum implementation; Highly qualified instructional materials included.

**Evaluation Data Sources:** Data, observations, differentiated materials

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> Provide needed training and resources for teachers to effectively perform in the classroom<br><b>Strategy's Expected Result/Impact:</b> Student Achievement will increase.<br><b>Staff Responsible for Monitoring:</b> Faith Greer<br><br><b>Title I:</b><br>2.4<br>- <b>TEA Priorities:</b><br>Build a foundation of reading and math<br>- <b>ESF Levers:</b><br>Lever 4: High-Quality Instructional Materials and Assessments   | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

## Targeted Support Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 1        | Actively work with HR department to recruit highly qualified candidates to potentially hire for the upcoming school year. |
| 1    | 2         | 2        | Provide modeling walks to train teachers with Teacher Incentive Allotment staff.  |

# State Compensatory

## Budget for Ware Elementary

**Total SCE Funds:** \$272,112.00

**Total FTEs Funded by SCE:** 7

### Brief Description of SCE Services and/or Programs

Ware Elementary will supplement the regular education program for students who are at risk by providing tutoring, summer school, and instructional classroom rigor to reduce the academic failure rates and increase the rates for high school completion.

## Personnel for Ware Elementary

| <u>Name</u>     | <u>Position</u>          | <u>FTE</u> |
|-----------------|--------------------------|------------|
| Carlos Martinez | Instructional Assistant  | 1          |
| Carol Pruitt    | SEL Support Specialist   | 1          |
| Cassandra Hunt  | Teacher                  | 1          |
| Faith Greer     | Principal/Head of School | 1          |
| Linda Greer     | PEIMS Specialist         | 1          |
| Maria Zamudio   | Teacher                  | 1          |
| SheRon DeLoach  | P.E. Teacher             | 1          |

# Title I Personnel

| <u>Name</u>    | <u>Position</u>                    | <u>Program</u> | <u>FTE</u> |
|----------------|------------------------------------|----------------|------------|
| Alexis Jackson | Communities in Schools Coordinator | CIS            | 1          |