Carrizo Springs Independent School District

Carrizo Springs Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: C

Board Approval Date: November 15, 2022
Public Presentation Date: November 15, 2022

Mission Statement

District Mission Statement

“Provide every child a quality education in a safe environment.”

CSE Mission Statement

The CSE community will promote an environment where everyone achieves academic excellence and reaches their full potential.

CSCISD Motto

"Kids are first at CSCISD

Vision

CSCISD Vision Station

“Inspiring lifelong learners.”

Value Statement

CSCISD Belieft Statement:

“The CSCISD community believe that all children are unique and can learn through positive reinforcement.”

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

22-23 CNA PROCESS

Staff met in May 24, 2022 and June 29, 2022 to review the current 21-22 Campus Improvement Plan. Data for STAAR, CLI, STAR Renaissance, Attendance, and Demographics was reviewed. In June the committee chose to not add any new strategies tot the CIP.

On Sept 7th and Sept 21, 2022 the committee met again to review At-Risk criteria for 22-23. After further review of our EOY data, the committee felt that additional strategies were needed to help increase student achievement. The following stratgies were added to the 22-23 CIP

1. Data indicates instructional gaps in foundation areas. The committee felt that there was a need for training in effective utilization of resources such as Saxon Phonics and a need in training on how to adoption resources with TRS.

2. Attendance data shows a need to create therapeutic spaces on campus for students that are struggling with returning to school after covid and/or staying in school.

3. A review of second and third grade redesign shows a need for supplmental materials at and below grade level to prepare students for STAAR by increasing reading stamina.

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Demographics

Demographics Summary

DEMOGRAPHICS (School Environment Data) Composition of the student population, staff population, parents, and community.)

Carrizo Springs Elementary is a Pre-Kindergarten through Third-grade campus in Carrizo Springs, Texas. Carrizo Springs Elementary campus consists of about 675 students ranging in ages from 4 years old to 9 years old. CSE has 42 certified teachers, 27 aides, 6 custodians, and 7 cafeteria workers. The campus has one principal and two assistant principals. Pre-Kindergarten students must be four years old by September 1, and admission is open to low-income families of Dimmit County. Stakeholders in the CSE planning process include the students, their parents/guardians, teachers, and administrators as part of the authentic, valuable partners in the development and implementation of this improvement plan. Our special programs align with the needs and desires of our students, parents, and community and they align with the philosophy and beliefs of our teachers and administrators.

CSE serves 81.8% economically disadvantaged students with 57.8% of students identified as at risk. A recent 23% inflation rate for school supplies has created a financial burden for all students and thereby impacting accessibility to school supplies.

School Environment Data

CSE student behavior has resulted in a handful of discipline referrals. Some of these discipline referrals were addressed with parent shadowing. On occasion, students are given In-School Suspension (ISS) if the offense is severe enough to warrant that type of consequence. Discipline issues have a tendency to affect students and their learning by requiring interventions that take up teaching time and also distract other students. The student mobility rate at CSE is about 13.6%. Support systems are in place to assist these students that include academic support for supplies and uniforms, as well as Response to Intervention (RtI) services and tutors for Migrant and Bilingual students. These services usually follow the students that move to neighboring towns and return as well as our migrant students. The oilfield industry brought an influx of students into our district with high mobility rates due to their parents' jobs. The average class size at CSE is about eighteen students with a teacher to student ratio of nine to one. The student to support staff ratio is about nine to one. In 21-22 CSE had an attendance rate of 91.0%. Over the past three to five years the trend in attendance is that it starts off well at the beginning of the year but declines towards the middle to end of the first semester. This decrease in attendance occurs even though CSE continues to have multiple attendance procedures in place such as attendance meetings, phone calls to parents, home visits by a case manager, and offering attendance incentives. CSE attendance procedures also include visits with the truancy case manager and parents. Most absences at CSE stem from excused absences of students that are home due to illnesses. The grading period with the lowest attendance for 21-22 was the fourth sixth weeks, when students returned from winter break. Many absences during this grading period were due to positive covid resullts or close contacts. During this grading period, CSCISD chose cancel classes for a week due to the high covid counts. The grading period with the next lowest attendance was the last six weeks. Many periods chose to keep their students at home after the May 24th school shooting in a neighboring district.

Students are provided with opportunities to make up attendance hours through extended day tutorials.

Students Race/Ethnicity

CSE serves a multitude of student ethnic groups with the vast majority being a Hispanic and economically disadvantaged student population. The ratio of male to female students will vary from year to year, but the ratio of economically disadvantaged and Hispanic students stays about the same. Student groups at CSE being served included Migrant, Bilingual, Special Education, English learners, Gifted and Talented, McKinney Vento, Title 1, and At Risk. Students that fall into these groups need remediation in areas of reading and phonics, math, and tend to lead to the number of referrals to Dyslexia are increased at times.

Student Performance

Students at CSE have made progress in Student Achievement, School Progress, and Closing the Gaps. The students showed gains from Beginning of Year to Middle of Year testing in CLI Skills assessed as follows: Rapid Letter Naming 45%; Rapid Vocabulary 29%; PA Skills 16%; Math 18%; and Story Retell and Comprehension 35%. Academic performance of Pre-Kindergarten students was 85% in Math and 72% in PA skills. Compared to campuses of similar demographics to CSE, our campus earned distinctions in

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

CSE went from a D rating in 2017-2018 to a B rating in 2018-2019. Reading had at 72% in 2018 and a 85% in 2019. Math had 71% in 2018 and 80% in 2019. The B rating was carried through 2021 due to no testing in 2020. In 2022 CSE received a C rating.

Math 21-22 (61%)

Reading 21-22 (69%)

Benchmark testing is conducted twice a year followed by extended day tutorials and classroom interventions. a 45 minute Intervention block is embedded into the master schedule for every classroom teacher.

Teachers

Teachers at CSE are supported by a strong administration that provides powerful professional development driven by staff surveys that develop teachers' skills. Teachers support each other through planning and preparation during conference period planning as well as Profession Learning Community meetings. Teachers feel safe in their environment due in part to the presence of the campus officer. All students, teachers, and parents are held to the same high expectations in order to reach our goals. Teachers are in constant contact through Remind and phone calls to communicate goals and expectations to the students' parents/guardians.

Students are provided electronic devices to allow them to be technologically in tune with their academic studies. Kindergarten to first grade students are issued iPads. Second and third-grade are issued chrome books. This has allowed remote/virtual instruction due to COVID-19 to be possible. Students are provided instruction in the core areas as well as RtI, SEL (social-emotional) lessons. Our curriculum and assessments have been aligned to the TEKS Resource System and teachers follow a scope and sequence for the year broken into six week periods. Lessons are data driven by assessments and observations that allow for spiraling of TEKS and reteaching skills as seen in the data. Lesson plans include the Gradual Release of Responsiblity framework including a content and lanugage objective posted in plans as well as for students to see daily in the classroom. The Gradual Release Responsibility (GRR) framework allows students to demonstrate their learning through student centered activities and collaboration. Students are given the opportunity to visit the campus they will be attending the upcoming year as well as various "get to know" activities throughout the year such as Meet the Teacher and Open House to allow for smooth transitioning. Student social-emotional well being is provided by the two counselors on campus as well as lessons in the Quaver program. The Friday RTI block is also designated for teachers to teach SEL lessons. Many topics are studied and reinforced with necessary and appropriate presentations such as Cyber-bullying, Aggression, and Drug Awareness. Students are provided College and Career Readiness through such functions as Job Fair held yearly.

	STAAR Reading Demographic Data 2022										
	All Students	Special Population									
		SpEd	At Risk	Eco Dis	Migrant	Bilingual	GT	Hispanic	McKinney Vento	Male	Female
Number of Students	153	16	97	120	1	8	9	149	3	76	77
Approaches	68%	17%	51%	63%	0%	88%	100%	69%	33%	63%	74%
Meets	45%	0%	20%	37%	0%	38%	88%	45%	33%	41%	49%
Masters	25%	0%	9%	18%	0%	28%	66%	25%	33%	23%	27%
Did Not Meet	32%	83%	49%	37%	100%	12%	0%	31%	67%	24%	26%

	STAAR Math Demographic Data 2022										
	All Students	Special Population									
		SpEd	At Risk	Eco Dis	Migrant	Bilingual	GT	Hispanic	McKinney Vento	Male	Female
Number of Students	153	16	97	120	1	8	9	149	3	76	77
Approaches	61%	31%	38%	54%	0%	62%	100%	61%	33%	58%	63%
Meets	29%	12%	12%	26%	0%	38%	88%	28%	33%	33%	26%
Masters	12%	0%	5%	9%	0%	0%	55%	11%	33%	14%	9%
Did Not Meet	39%	69%	62%	46%	100%	38%	0%	39%	67%	42%	37%

Demographics Strengths

- Every grade level at CSE has one Bilingual certified teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students at CSE are requiring more interventions based on identified needs. **Root Cause:** CSE has a high at risk population. CSE has had an increase in students with social and emotional concerns. CSE serves 81.8% economically disadvantaged students with 57.8% of students identified as at risk. A recent 23% inflation rate for school supplies has created a financial burden for all students and thereby impacting accessibility to school supplies.

Student Achievement

Student Achievement Summary

See Addendum 2 CSE Data 21-22

EARLY LITERACY/READING:

21-22

	Assessment	EOY Developed	EOY Still Developing	Progress
KG	EOY TX KEAVocabulary	58%	42%	-13 Decrease from BOY in Developed
KG	EOY TX KEASPELLING	61%	39%	+11 Increase from BOY in Developed
KG	EOY TX KEALETTER SOUNDS	30%	70%	-25 Decrease from BOY
KG	EOY TX KEABLENDING	44%	%56	-11 Decrease from BOY
1ST	EOY TPRI - Blending Phonemes	80%	20%	+1 Increase from BOY
	EOY			+40 Increase from BOY
1ST		73%	27%	
	TPRI			
	Blending Word Parts			

	Assessment	EOY Developed	EOY Still Developing	Progress
1ST	EOY TPRI Deleting Initial Sounds	79%	21%	+30 Increase from BOY
1ST	EOY TPRI Deleting Final Sounds	59%	41%	+22 Increase from BOY
1ST	EOY TPRI Initial Consonant Substituion	90%	10%	+21 Increase from BOY
1ST	EOY TPRI Final Consonant Substitution	92%	8%	+ 10 Increase from BOY
1ST	EOY TPRI Middel Vowel Substitution	88%	12%	+ 4 Increase from BOY

	Assessment	EOY Developed	EOY Still Developing	Progress
1ST	EOY TPRI Initial Bleding Substitution EOY TPRI Blends in Final Position EOY	71%	29%	+30 Increase from BOY
2ND	TPRI Word Reading 1 EOY	64	36	+34% Increase in Development from BOY
2ND	TPRI Word Reading 2 EOY	54	46	+33% Increase in development from BOY
2ND	TPRI Word Reading 3	45	55	+23% Increase in development from BOY

	Assessment	EOY Developed	EOY Still Developing	Progress
2ND	EOY TPRI Word Reading 4	40	60	+20% Increase in development from BOY
2ND	EOY Spelling Set 1	43	57	+27% Increase in development from BOY
2ND	EOY Spelling Set 2	17	83	+13% Increase in development from BOY
2nd	EOY Spelling Set 3	23	77	+18% Increase in development from BOY
2nd	EOY Spelling Set 4	14	86	+10% Increase in development from BOY

3RD Grade READING All Students	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR	PROGRESS
Approaches	72%	85%	No Assessment	50%	69%	+19 Increse

3RD Grade READING All Students	2018 STAAR	2019 STAAR	2020 STAAR	2021 STAAR	2022 STAAR	PROGRESS
Meets	30%	46%	No Assessment	19%	45%	+26 Increase
Masters	22%	25%	No Assessment	8%	25%	+17 Increase
Did not meet	28%	15%	No Assessment	50%	31%	-19 Decrease

MATHEMATICS:

First grade recommended hiring a math interventionist for 21-22 to assist with first and second grade math. The committee agreed that we need an interventionist for math. The committee also stated all grade levels are going to need help with closing the gap in Mathematics.

Students returning to school for face to face instruction showed: Based on Pearlized Math EOY the data indicates that the following areas are in need of improvement. White 54% (5 students), LEP 60% (4 students) , SPED 55% (11students) Overall, first grade students achieved a 70% passing rate. The lowest TEKS were 1.3D: Apply basic facts strategies to add and subtract within 20 at 27% passing rate.

Students are showing minimal growth on lower level TEKS. For math, percentage rate of growth was minimal and did not increase from the

Pearlized Math 3rd six weeks benchmark (77%) to the Pearlized Math EOY Benchmark (70%)

Intervention Strategies/activities that will improve student achievement for the areas of Math consist of small-group interventions to differentiate support for learners who are in need of extra instructional time in a specific area.

Building Math Fluency- will lead to understanding of the relationships between numbers is critical for problem solving. Build student number sense through teaching fact families, and strategies like "counting on" and "make 10." (1.3D 27.34%)
Place Value - Teach students a conceptual understanding of place value using manipulatives, like base 10 blocks. This helps to introduce and build number sense skills.(1.3.2.B 53.13%)

Social Studies:

2019-2020 Student Academic Achievement Strengths

- Students are assessed at both the mid six weeks and at the end of the six weeks.
- The assessments are aligned with the TMPC Year at a Glance (YAG).
- The time allotted for Social Studies was often used to extend the reading block by reinforcing biographies, non-fiction text, and text/ graphic features.

2019-2020 Student Academic Achievement Weaknesses

- The students assessments were not cumulative in nature due to the fact most of the standards are not spiraled throughout the year.
- Students also struggled due to not reading on grade-level.

Reading CNA Questions

Third Grade

25/26 Based on the chart below, when comparing results from STAAR 2019 to Benchmark 1 2020, the percent of all students in the three levels of Approaches, Meets, and Masters are shown below.

The progress data below shows a negative growth due to lack of instruction because of COVID-19.

All Students	2018 Math STAAR	2019 Math STAAR	2020 Math STAAR	2021 Math STAAR	2022 MATH STAAR	PROGRESS
Approaches	71%	80%	NO ASSESSMENT	48%	61%	+13 Increase
Meets	33%	51%	NO ASSESSMENT	13%	29%	+16 Increase
Masters	13%	27%	NO ASSESSMENT	4%	12%	+8 Increase
Did not meet	29%	20%	NO ASSESSMENT	54%	39%	-15 Decrease

Almost 77% of our students are not meeting standards. The cause to this is that the majority of our students 65% are at the approaches level.

The barrier that is preventing them from achieving the meets level is based on significant findings based on the data reflects grade level TEKS covered up to the end of January 2020. Instruction was impeded due to COVID-19.

In 2019 we earned the distinction of STAAR Academic Achievement in ELA/Reading. When comparing performance results on Reading Early Literacy BOY data 8% (13/153) students were struggling readers. Reading STAR 360 BOY data indicated that only 39% (55/153) were at benchmark. A finding from STAAR 2018 to STAAR 2019 showed an increase in approaches, meets, and masters levels. Student needs are identified by BOY diagnostic test results such as, STAR 360, Reading Plus, CBAs, and data from prior years.

The above data is used for identifying student needs and interventions such as, RTI, Extended Day, Dyslexia, in class support, tutors and small group instruction.

Depending on Tiers, teachers monitor students every two, four, and 6 weeks through progress reports. They are also monitored through MTTS meetings every nine weeks to identify tier intervention.

In comparing achievement rates of SPED students with Non-SPED students, SPED students are being outperformed. In 2022 STAAR Reading, 31% SPED students met approaches as opposed to 85% of Non-SPED students. In 2020 Benchmark 1, 23% of students scored in the approaches level as opposed to 65% of Non-SPED students. Interventions that are in place for students are RtI within the classroom, At-Risk pullout program that focused on intense phonics instruction, extended day, Dyslexia pullout program, and SPED in class support.

After reviewing the first two weeks of Remote Learning - the following data was reviewed: number of help desk tickets, attendance data, communication data (remind reports, attendance calls, assistance requests). The data revealed the following: for the last two week the district has received 75 requests: CSE - 10 , CSI - 9, JH -31, HS - 25. Attendance data revealed over all district attendance for the first week: 97.7%, CSE - 98.5%, CSI - 97.7%, JH -95.7% , HS - 97.8%. Communication data revealed the following:HS - over 90% of teachers used Remind and Google Classroom to communicate with students and/or parents, CSI-received about 2,000 parent calls (including campus visit for assistance) during the first 2 weeks of Remote Learning. CSE - over 90% of teachers used remind and Seesaw, and Google Classrom to communicate with students and/or parents, JH - over 90% of teachers used remind and Google classroom to communicate with students and/or parents.

Student Achievement Strengths

2019-2020 Student Academic Achievement Strengths (3rd GRADE)

- According to the Benchmark 1 results the following 3 learning standards were our strengths: 3.4B, 3.8B, 3.2B
- Based on STAR 360 BOY data, "At Benchmark" levels were raised from 39% (55/153) to MOY 55% (79/153)
- Based on STAR 360 BOY Early Literacy data, student numbers were lowered from 8% (13/153) to 5% (8/153)8u7
- Performance increased due to targeted small group instruction.
- Consistent classroom management across grade level optimized instructional time.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math **Root Cause:** Lack of the campus coordination to provide prescriptive interventions.

Problem Statement 2: SS- Students are not reaching the 'meet or 'master' level on Social Studies CBA's. State standards are not being spiraled throughout the year. Studies weekly consumables are not intersting to students due to cluttered content and lack of sequence correlation to TMPC YAG. As a result, teachers have to look for resources to supplement what's lacking in the materal. READING- 77% of our students did not reach the Meets level on 2019-2020 Reading Benchmark 1 standards. Based on STAR 360 BOY data only 55 students out of 153 (36%) were at benchmark/grade level. Therefore, almost 2/3 of our third grade population are struggling readers. Students had difficulty making inferences from text and graphic features. (3.13D Text Features 41% and 3.15B Graphic Features 44%) **Root Cause:** SS- Students struggle to reach the meets and masters level on their CBAs due to reading below grade level. Due to Social Studies being a 30 minute block, there is no time to spiral previously taught TEKS. The scope and sequence of our current Social Studies material "Studies Weekly" does not correlate to the TMPC YAG, making it disjointed and difficult to connect to by students. READING_64% of students coming into third grade were reading below level, ranging from non-readers to 2nd grade. Additionally, 8% of the students were on Early Literacy. The below level gap is too large to raise reading levels to achieve Meets in STAAR. Students are weak in decoding/phonics skills, thus, lacking automaticity in word recognition. Students have great difficulty making inferences because they are struggling with reading comprehension skills.

Problem Statement 3: Parents and students need assistance with the technology devices and computer based programs utilized during remote instruction. **Root Cause:** Due to COVID 19, students may have to learn virtually if diagnosed with COVID19 in order for the campus to recapture attendance.

School Culture and Climate

School Culture and Climate Summary

PERCEPTIONS (including family & community engagement, school culture & climate)

Eighty percent (80%) of students describe and feel the school climate and culture, while at school, as solace. Students feel safe reporting bullying issues they may have at school to their teachers or school administration, at any time. In turn, teachers report seventy-eight percent (78%) of their students feel safe while at school and report little to no bullying occurrences.

Teachers view the climate and culture of the district and campuses as welcoming. Campus staff feels seventy percent (70%) of all parents are strongly supported in their child's learning at home by their assigned teacher.

CSE staff concur safety safety and effective protocols are in place to promote safety at school. In addition, in observation, staff feels all students are safe while at school. Campus staff acknowledges seventy-eight percent (78%) of staff sense bullying is not a problem at the campus level.

Safety drills are planned for the entire school year. Fire drills are completed monthly and are debriefed with the school officers. Feedback is provided to all school staff. Safety recommendations are shared for the upcoming drill.

All school-wide campus activities were promoted and encouraged all students to participate.

2020-2021 School Year:

CSE staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act. 45% of CSE staff feel that there is great deal of parental involvement in supporting learning and student achievement. 53% of CSE staff feel that the campus is parent friendly. 55% of staff strongly feel students do better academically when parents are involved at school. 22% of staff feel that the school regurlarly surveys all parents to obtain feedback regarding any concerns with the schools and it's programs.

CSE staff recognize and value students varied identities, experiences and backgrounds and work to create a space where students are both challenged and heard.

Campus activities/strategies to utilize the campus culture and climate consists of teacher surveys to promote positive culture and climate. 100% of staff were provided with mental wellness presentations to improve campus climates.

School Culture and Climate Strengths

In an effort to better assist parents at home, teachers provide resources to all parents.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The campus will leverage diverse stake holders to inform and review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Problem Statement 2: In the 20-21 school year CSE Teachers indicated that they did not feel appreciated. **Root Cause:** 54% of CSE Teachers stated that there is a need to work on school climate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Paraprofessinals are highly qualified either by having 48 college hours or completing a weeks training for paraprofessionals at the Region 20 Service Center. Paraprofessionals have recieved training on Cooperative Learning In The Classroom: Addressing The Needs of Diverse Learners, Harry Wong's Classroom Management, Strategies working with Students. The retention rate for paraprofessionals is high in that all paraprofessionals have stayed working with the campus there is not much turn over.

Retenton for teachers this year was high in that we lost 4 teacher. Two teachers relocated to other cities and one teacher transferred to another CSCISD campus.

CSE has mentor teachers to support new teachers. Mentors and mentees attend trainings throughout the year and observe new teachers to provide guidance throughout the year.

Teachers are provided/offered training to help bring them in the classroom either through classroom techniques or classroom management. Teachers share ideas with their grade levels peers during their PLC's to help their colleagues.

Teachers funded with SCE funds are evaluated every year. According to PD survey, teachers expressed a need for training to help them deliver online instruction.

Teachers have participated in virtual webinars and face to face trainings. Throughout the summer teachers have been in training to learn the different online platforms that are available to our students (Lailio, Freckle, Google Classroom).

The average class size for the campus is 18.7, all classes are kept to the same size to keep consistency.

DISTRICT EQUITY PLAN (CURRENT OR ANNUAL) The Equity Plan will be folded into the district’s CNA and into the DIP using the TEA processes and documents located at texasequitytoolkit.org.

The same committee that develops the district’s CNA and DIP will (1) review current data and conduct root cause analysis, (2) select strategies and plan for implementation, and (3) Monitor progress & fidelity of implementation

STAFF ENGAGEMENT

New teachers to the district expressed they had a good mentor and had a good experience and would most likely return the following year.

Summarize any climate and culture survey reports. Teachers work well with one another and feel that the campus is safe.

Through the past 3 years the Parent and Family Engagement Program has increased in the level of engagement from parents. In the 2017-2018 school we had 692 parents/family members attend family engagement events. In 2018-2019 that number increased to 2077 parents/ family members attending Parent and Family Engagement events and finally in 2019-2020 we had 2573 parents and family members attend Family Engagement Events. (Note: Pre-K was missing one event due to the COVID-19 Pandemic) The number would have been higher. in 2020 - 2021, the number decreased t0 1672. Not all parent sign-ins were

documented through the use of QR codes so the number for 20-21 is higher.

The campus has interior security doors in place to limit visitor access to the main buidling. Visitors must first check into the office with a picture ID that is processed through the Raptor programx before being allowed to enter the campus. Whenever possible, a campus administrator will address parent concerns.

A security officer is on campus during the day. Staff members do feel safe with all safety precautions in place.

Campus has a CAT Committee that make recommendations to the DAT.

PERSONNEL – POLICY AND PROCEDURES

The district HR department participates in career fairs and college fairs in search of personel.

PRACTICES

A survey is sent out to staff to determine what is needed for the year. Also programs already in place, professional development is determined based on need. Current professional development is planned to help with improved instructional delivery practices.

Grade levels participate in weekly PLC'S weekly to review students data and together discuss instructional adjustments.

DECSION-MAKING PROCESS

The principal meets with the GLC to discusses issues. GLC's discuss concerns with respective grade level for their input. A decision is then made to make sure teachers provide input in the decision making process.

Concerns are brought to the CAT/DAT committee and recommendations are made.

The focus at the elementary is on Reading and Math to continue to bring more students to the meets and masters level. Currently the campus uses CBA's every six weeks and weekly tests to monitor student achievement.

Goals will be discussed with grade levels and strategies to be used will be determined by grade levels. Students need to be at the Meets level which is considered grade level Students can not be at the Approaches level in order to achieve Meets and Masters. Grade level teams will review their data and determine what is causing students to not master objectives being taught. Once the root cause is identified, those needs will be addressed in order to bring up students to par.

Prior to COVID, the campus had shown a steady increase in student assessment scores for the past three years. In 2019, state assessments were canceled. In 2020, scores did drop. However, the campus kept the current rating of "B" which was earned in 2019. Teachers plan according to what their data indicate and then follow the curriculum and target instruction based on data.

Note: The HB3 Plans require a monitoring calendar for when each progress measure and goal results will be reported to the board.

PROCEDURES

The campus maximizes instructional time by reviewing data on school conditions for learning, including protecting instructional time. Examples of data source reviews include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, and summer. After review of data, the master schedule was created in order to provide more time in science and social studies, prevent breaks during math and reading and provide a cohesive plan for instruction. Summer school and extended day was provided in 20-21 to students based on need. All students are provided with intervention either through their homeroom teacher or they are pulled for intervention with one of the intervention teachers based on their BOY test scores.

At the end of 20-21, transition visits were conducted both face-to-face and through a video for virtual learners.

To create the classroom management plan, staff reviews and discusses significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom. The campus follows PBIS strategies. Teachers contact parents and provide interventions in the classroom before sending students to the office for minor infractions. Adminstrators speak to teachers about what constitutes a referral and what can be handled in the classroom when data indicates that students are sent ot he office for minor infractions. Tier 1 and Tier 2 infractions are mostly handled at the teacher level. Consistent Tier 2 and Tier 3 infractions are addressed at the adminsitrator level.

Plans for school safety included discussing data for bullying, drug, violence and suicide prevention, as appropriate. If students are sent to the office for bullying, counselors speak to the students to determine if the incident is a justifyable bullying case. Once determination is made, the counselor and/or adminsitrators speak to students involved and issues are resolved.

What is o

Safety drills are conducted monthly and scheduled in collaboration with the district police departments. Other than the first two announced drills, teachers do not know when a drill will occur.

Every year, safety issues are discussed with teachers, counselors and staff. Staff are trained to see warning signs of sexual abuse. Couselors speak to students when concerns are expressed by teachers, nurses, or parents.

Staff Quality, Recruitment, and Retention Strengths

Mentors and training is provided for both mentors and mentess.

Stipends offered to high need areas. Retention stipend were offered.

An additional stipend was offered to all staff and will be continued for three years.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The campus has not been able to fill positions with standard certifications. **Root Cause:** Lack of certified personnel applying for positions acress the districts. CSE has more vacanies filled by non certified "permannet sub" positions than other year.

Problem Statement 2 (Prioritized): Curriculum alignment is not happening at the campus/district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause:** Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Problem Statement 3: CSE Social Studies and Science teachers have not been able to utilize the curriculum to its full potential to deliver a broad array of teaching strategies. **Root Cause:** Based on CSE review/evaluation of science and social studies curriculum/planning/assessments - teachers need professional development to learn how to align Science and Social Studies resources to the TEK Resource Year At A Glance pacing tool.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

STUDENT OUTCOMES AND PERFORMANCE

Third grade students are in the first year of challenging STAAR so there is no assessment comparisons available.

District benchmarks and STAR state performance assessments (Renaissance Learning) were used as predictors of student performance on state assessments. Based on these results, students were predicted to reach proficiency at approximately 85% of the student body which correspond closely to STAAR performance at 85% and 88% for reading and math respectively. All student groups showed improvement between formative assessments to STAAR administration as follows: math- all: 6%, at-risk: 10%, ED: 11%, G/T: 1%, LEP:13%, 504: 21% and SPED: 10% increases; reading- 8%, at-risk: 10%, ED: 23%, G/T: 0%, LEP: 29%, 504: 5% and SPED: 11% increases. Overall, greater gains were observed in math compared to reading. Also, at-risk, ED, 504, LEP and sped were observed to make good gains while GT students showed the least. It should be noted that although sped students made gains only approximately 45% and 40% of students meet proficiency in math and reading respectively. A 100% of GT students reached proficiency in math and reading to explain the small difference between formative and summative assessment results.

Performance Level Summary by Each Program Area

	PERFORMANCE LEVEL									INDICATOR		
	0, 0 SA, 0RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP	Total #	Rated #	PL Mean
BE/ESL	5					2		21		28	5	0.0
CTE	9	1		2		2		4		18	12	0.6
ESSA	12		3	1		1		38		55	16	0.6
SPED	9		3	3	1	6	2	6		30	16	1.2

Source: TEA 2019 RDA

Groups are staged for the following:

Bil/ESL

3-8 STAAR	BIL	ESL	Not Served	Years after Exit
Math	RO	RO	RO	0
Reading	RO	RO	RO	0
Science	RO	RO	RO	0
Soc Stu	RO	RO	RO	0

Writing	RO	RO	RO	0

*RO=Report Only

	TELPAS Begin PL Rate	TELPAS Comp Rating Level
2019	RO	RO

STAAR 3-8 passing rates were ‘reporting only’ although the district consistently scored below state rate average except in science; ELs after exiting had a performance level of 0 for all core subjects.

TELPAS performance level for beginning proficiency and composite rating levels were ‘report only’; district rate for beginning proficiency was ebelow state rate while composite rating as beginning/intermediate level was above state rate.

CTE: Does not apply to elementary campus.

ESSA

3-8 STAAR	Title 1	Migrant	Foster Care	Homelessness	Military
Math	RO	2	RO	RO	RO
Reading	RO	2	RO	RO	RO
Science	RO	2	RO	RO	RO
Soc Stu	RO	NA SA	RO	RO	RO
Writing	RO	3	RO	RO	RO

*RO=Report Only, NA SA= Not Assigned Special Analysis

STAAR 3-8 passing rates were ‘reporting only’ although the district consistently scored below state rate average in all core subject assessments; Migrant students were rated at performance level 2 in math, reading, science and writing and ‘NA SA’ for social studies. Based on the last three years of performance data, the number of individual migrant students has remained steadily or decreased from previous years.

SPED

3-8 STAAR	SPED	Years after Exit
Math	2	NA SA
Reading	3	0
Science	3	NA SA
Soc Stu	NA SA	No Data
Writing	4	No Data

*RO=Report Only, NA SA= Not Assigned Special Analysis

	Alt 2	EC Rate	Regular Class > 80 Rate
2019	RO	0	0

*RO=Report Only

STAAR 3-8 passing rates ranged from performance level 2-4 with social studies rated as 'NA SA'. Although improvements have been made in the performance in core subject assessments results still remain below state rate averages.; Information on the performance of special education students exiting is limited with designated 'NA SA' for math and science, no data for social studies and writing and a performance level of 0 in reading.

STAAR Alternative 2 performance was rated as 'Report Only' with participation rate at the level of the state.

Early childhood education and regular classroom participation of special education students rated at a performance level of 0 within cut point norms.

Our concerns still lie with increasing the performance of special education students in state assessments. This student population continues to lag from previous years. Most students' knowledge lies below grade level thus there is a dichotomy between their developmental needs and chronological age of grade level placement. The lack of foundational skills to support grade level TEKS contributes to low performance in state assessments which assess grade level curriculum.

STAAR 3-8 passing rates were 'reporting only' although the district consistently scored below state rate average except in science; ELs after exiting had a performance level of 0 for all core subjects. Students who meet exit criteria have tended to continue to perform well academically and in assessments based on historical performance data (see performance levels in question 30).

Migrant students were rated at performance level 2 in math, reading, science and writing and 'NA SA' for social studies for STAAR 3-8 passing rates. Based on the last three years of performance data, the number of individual migrant students has remained steadily or decreased from previous years although the overall increase in performance can be attributed to additional classroom support for students and additional training for students and parents.

Our main concern lie with increasing the performance of special education students in state assessments. This student population continues to lag from previous years. Most of the same students performing academically below grade level lack the foundational skills for them to succeed in grade level curriculum. Students continue to lag behind their peers even with continued additional support in the classroom, specialized classrooms and training for teachers and parents.

Individual student needs are identified through universal screening, supported with results from common summative/formative assessments and teacher anecdotal information. Every nine weeks, the GIST committee meets to review student profile data to determine and assign tier designations and intervention personnel. Input is gathered from general education teachers, interventionists, special education teachers, dyslexia teachers, counselors and administrators. Identified needs are determined based on supporting foundational skills in math and reading (KG-2nd) and TEKS (3rd). Students assigned tier 2 are monitored every two/three weeks while tier 3 students are monitored weekly.. Student progress is reviewed during GIST meetings with committee members for re-evaluation. All students receive tier 1 core instruction in addition to additional support based on student need.

The performance of special education students tend to lag behind their general education peers in terms of school and assessment performance. Approximately ninety-five percent of students receive passing grades in all core subject areas based on their IEP implementation and accommodations, the performance of this group of students in state assessments tends to be below expectations at approximately twenty-five percent (25%). Students diagnosed with speech problems tend to outperform their peers who are identified with a learning disability. All speech students tend to pass all core subjects and state assessments without the need of accommodations in contract to students with a specific learning disability. This group of students tend to have a better passing rate in core subjects with accommodations and IEP implementation than in state assessments, eighty-five versus twenty-five percent, respectively.

Sped teachers are provided with specialized training on meeting the needs of special students, specialized curriculum and programs, individual education plan, goals and objective planning and general education reading and math curriculum. General education teachers are provided with knowledge of accommodations and differentiated instructional strategies.

The performance of students in section 504 are comparable to those of general education students when accommodations are implemented. Student performance in core subjects, especially in math and reading, tend to be similar since accommodations provide access to the core curriculum although students still have poor skills to be successful independently without accommodations. English learners tend to be more successful with secondary language supports implemented in the classroom but approximately half of those students continue to need such support as the school year progresses. Migrant students benefit academically from classroom support and after school programs comparable to theur general education students but receive no accommodations in the classroom. As stated in the previous question, sped students tend to lag in academic performance to their peers especially when diagnosed with a cognitive or behavioral delay. Speech students tend to perform as comparable to their general education pers without the need of accommodations. Approximately twenty-five percent of sped students with learning disabilities perform as their grade level peers with appropriate accommodations and IEP implementation. Students served in gifted and talented are involved in project based learning and tend to outperform their general education peers in all core subject areas. Teaching staff are provided professional development in second language, gifted and talented and special education supports. All teachers regardless of demographics served are introduced with strategies for differentiated instruction.

Based on both formative and summative assessments GT students outperform their general ed peers in reading and math scoring consistently above 90% or higher. Bilingual students show progress in achievement as the school year progresses scoring satisfactory with over 75% of this student population. Special education students also show academic progress although still lag behind their general ed peers with only approximately 50% of the student population being proficient in reading and math, although their achievement tends to be higher in science and social studies. The majority of students performing as their

general ed peers include students diagnosed with speech impediments while students with specific learning disabilities continue to be behind in achievement at grade level compared to their general ed peers. Teachers are provided with professional development including project based learning, addressing special needs students (G/T & SPED), secondary language support and ELPS (bil) and local training for sped, bilingual and G/T students and parents through the curriculum, instruction and assessment office. CTE and high school allotment does not apply to elementary campus.

Students not performing at grade level are required to attend tier 2 (struggling with aspects of grade level curriculum and tier 3 (working multiple grade levels below) interventions with general ed teachers or interventionist, respectively. All students are also provided with tier 1 support by the grade level aide under the supervision of a certified teacher as assigned. Students struggling with grade level content are invited to attend extended day for math and/or reading depending on need. Students are also provided with allotted time for tutoring during the instructional day which address below grade level weaknesses.

The ARD, LPAC, 504 and GIST committees provide appropriate equitable access to grade level curriculum to students who have poor prerequisite skills or need additional support in grade level curriculum. Access to the curriculum through accommodations is provided to students participating in section 504, RT and LPAC. Students in 504 or RTI are provided with academic accommodations while bilingual students are provided with accommodations with secondary language supports. As for sped students, the satisfactory performance of these groups is approximately twenty-five percent through accommodations and a modified curriculum is implemented to provide access to grade level curriculum. The majority of students have poor foundational skills which impairs the student's ability to perform at grade level. Students with significant cognitive delays tend to perform satisfactory based on their goals and objectives and alternative assessment. Combination of accommodations and student performance is comparable to their non-accommodated peers for 86% of this population.

RTI is implemented through the GIST committee meetings which meet at least three times a year. All students are assigned a designated tier based on individual student needs and receive tier 1 core instruction in addition to the additional support based on their need. Individual student needs are identified through universal screening, supported with results from common summative/formative assessments and teacher anecdotal information. Input is gathered from general education teachers, interventionists, special education teachers, dyslexia teachers, counselors and administrators. Identified needs are determined based on supporting foundational skills in math and reading (KG-2nd) and TEKS (3rd). Students not progressing through the RTI process, are recommended for special education consideration if they fail to make progress in tier 3 intervention and core instruction.

A data driven PLC agenda was developed for teacher teams to review student data and performance in a weekly basis through structured PLC time. Teachers review data and strategies which are implemented in tier 1 core instruction and tier 2 interventions. Strategises ar also collaborated for extended day. Administrative walkthroughs are conducted in a weekly basis with immediate feedback for teachers to reflect on teaching performance as it relates to student achievement and learning. Teachers also have opportunity to collaborate with instructional officers for best practices and differentiation to address student needs in the classroom. Assessments are desegregated after each unit and six weeks to review and evaluate instructional practices and student performance. desegregation report. Furthermore, the adopted core curriculum has resources for differentiated instruction and strategies which teachers have access through embedded professional development and self-paced learning.

Summarize failure per subject, more than one subject and retention rate::

	ELA	MATH	PE	READ	SCI	SS	> 1 Subj	Retain
PK	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
KG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

	ELA	MATH	PE	READ	SCI	SS	> 1 Subj	Retain
Gr 1	9	17	0	14	0	0	17	0
Gr 2	15	9	0	24	2	2	28	0
Gr 3	15	15	0	19	2	7	24	0

Failure Rate: Students failing in courses in pre-kindergarten and kindergarten is undetermined. In first grade, seventeen students failed more than one subject; second grade, twenty-eight students failed more than one subject; third grade, twenty-four students failed more than one subject. Across all subjects, more students failed English language arts and reading more than any other course followed by mathematics, social studies and science. Failure in science and social studies was small except in third grade social studies with approximately three times more failures than in science. As for ELAR and math, approximately three to four times as many students failed ELAR than in math except for first grade where the ratio was approximately comparable.

Retention: No students were retained unless a parent request which was reviewed by the grade placement committee.

There are several commonalities observed in classrooms with high failure rates among students and teachers. For teachers, this includes ineffective data driven instruction and monitoring of student learning for using student data to inform instruction, limited student feedback for progress and goal setting, limited opportunities for students to follow up on their learning, limited content knowledge and pedagogy strategies for students in need (sped, at risk, etc), poor lesson engagement and poor classroom management foundation in routines and procedures. Common student attributes include poor social and academic behaviors in interacting with peers/adults and executive function, disengagement from lessons, below grade level performance especially in math and reading and ack of foundational skills in reading and math.

Kinder Reading:

Based on TPRI MOY data, 64% of students mastered rhyming; 36% students did not master rhyming.

Kinder Math:

Kindergarten students performed the highest in the following 3 TEKS:

- K6E Classify and sort a variety of regular and irregular two and three dimensional figures regardless of orientation or size (92% met standard)
- K4A Identify U.S coins by name, including pennies, nickels, dimes, and quarters (86% met standard)
- K7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (81% met standard

Math:

Kindergarten students performed the highest in the following 3 TEKS:

- K6E Classify and sort a variety of regular and irregular two and three dimensional figures regardless of orientation or size (92% met standard)
- K4A Identify U.S coins by name, including pennies, nickels, dimes, and quarters (86% met standard)
- K7B Compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference (81% met standard)

Science & Social Studies:

Kinder is currently improving on creating and administering assessments on the Teks Resource System for both Science and Social Studies.

Teacher Walkthrough

Talent Ed data reveals that the lowest observed dimension in TTESS Walkthroughs for the 2021-2022 school year was Differentiation (Observed 64/447%) thereby indicating a need for effective instructional coaching. (See CIP Addedum titled TTESS Walkthrough Data for data report).

Curriculum, Instruction, and Assessment Strengths

Weekly PLC's occur consistently.

Grade levels have common planning times.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Curriculum alignment is not happening at the campus/district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause:** Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Problem Statement 2: CSE Social Studies and Science teachers have not been able to utilize the curriculum to its full potential to deliver a broad array of teaching strategies. **Root Cause:** Based on CSE review/evaluation of science and social studies curriculum/planning/assessments - teachers need professional development to learn how to align Science and Social Studies resources to the TEK Resource Year At A Glance pacing tool.

Problem Statement 3 (Prioritized): Scores are low, which result in a low accountability rating. **Root Cause:** Not enough professional support for teachers in the areas of planning, instruction, and classroom management.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Summary

CSE strives to incorporate at least one community partner at each Parent and Family Engagement event throughout the school year. They either host an informational booth and share their company's resources through outreach or host a meal provided to all the families that attend the event. Mostly all of the CSCISD parents work locally. The major employers in the community are the following:

- HEB
- Wal-Mart
- CSCISD
- City of Carrizo
- County of Dimmit
- Oil and Gas
- Border Patrol

The district expectation is for all students to attend college, join the workforce, or join the military. We hope the majority of students will attend college. Based on the trend from the National Student Clearinghouse from 2012-2019 Carrizo Springs High School has an average of 59% of students attend college. Less than 1% of students join the military. 40% of students join the workforce/vocational trade.

In the past three years, the Parent and Family Engagement Program has declined due to covid. In 2021-2022, we had 415 parents/family members attended family engagement events. Numbers did decline due to continued concerns regarding covid and safey measures. The goal of Carrizo Springs Elemantary is to increase those numbers to pre covid rates and attendance of family engagement events including PK events.

PK has high community involvement. 90% or more of the parents/families attend each PK family event. 1st-grade had 75% parent/family participation at their scheduled events.

2nd Grade teachers stated that they have had more parental involvement than the year before. CSE has exceeded their parental engagement goals. Participation has increased from the previous year.

We have one private school located about 12 miles away from our district. At this time we do not feel that this school affects the majority of

our public schools at Carrizo Springs CISD.

Carrizo Springs does not have a juvenile detention center located within the county to serve CSCISD. There is one located in Jourdanton, Texas about 89 miles away. Currently, Carrizo Springs Elementary has had 0 students In-School suspensions in the 2021-2022 school year and 1students partial day ISS.

Adult education classes are offered through SWTJC located in Crystal City texas.

Carrizo Springs Elementary teachers and staff feel that parents would benefit from:

- Parenting classes
- English ESL classes
- Technology classes
- Family Frameworks classes such as Respectfulness, How to be ready for school.
- Google Classroom and Seesaw

Federal Programs will develop a family engagement room to provide training and linking to services and supports that would benefit children families.

We currently have one community college that is located 12 miles away that offers a small variety of courses. The main SWTJC branch is located 45 miles away from Dimmit County. On occasion, SWTJC is invited to speak to our students regarding college opportunities during college fairs.

Parents may participate in their child's education in a variety of ways through weekly contracts, Remind, emails, conferences, and surveys.

Participation rates for Family Engagement are measured by the number of sign-ins collected by parents at family engagment events. Other ways may include parent Data from Remind such as positive responses from teachers through surveys.

Within the past 3 years, the Parent and Family Engagement Program has idecreased due to covid concerns . In the 2021-2022 school, we had limited amount of parents at family engagement events.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2022 for all campuses we assessed how welcome parent/families feel at each campus:

At CSE, 75% parents responded that they feel quite a bit or extremely welcomed. 25% felt minimally welcomed

According to the End od the year survey parents peference for recieveing information:

- 100% effective using Remind text messages
- 87.5% effective for flyers /letters, etc sent home with the student
- 50% effective for Messenger callouts
- 37.5% effective for personal phone calls
- 37.5% effective using the CSE School social media Facebook page
- 37.5% effective is the CSCISD Resource page for Parent and Family Engagement

In carrying out the Title I, Part A, parental requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1112 of the ESSA in an understandable and uniform format and, including, alternative formats upon request, and, to the extent practicable, in a language parents understand.

- Translate notes/materials going home for parents into English & Spanish.
- Based on our demographics we must provide all materials in English and Spanish.

Each campus has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions. The team is made up of parents, teachers, administration, and the CSCISD Federal Programs Service Coordinator. The parents that are part of the CAT team represent one of the following subgroups:

- Gifted and Talented
- Special Education
- Migrant
- At-Risk
- Bilingual
- Title 1

All of the parents are invited to attend at the beginning of the year through a flyer and phone calls. If participation is, we will then ask parents from each subgroup to join the committee. Throughout the meeting, we constantly ask for parent input and feedback. If parent participation

is high, we consider their participation as them feeling they are important in the decision making of the school.

For 20-21 CSE had a goal of 415 parents/families to participate in Parent and Family Engagement Events/Night for 20-21 school year. This number did not meet the needed amounts to meet their 10% increase goal. The goal for the 2022-2023 school year will remain to increase participation by 10%.

CSCISD has a district-level Parent Advisory Council that is made up of parents, teachers/staff from each campus, surrounding business representatives, and various community members. For example, we have HEB, Wal-Mart, Winter garden's Women's Shelter, the Carrizo Springs Housing Authority. This committee meets at least four times a year. The District Advisory Parent and Family Engagement Committee reviews federal funding expenditures and the coordination of Title I, Title II, Title IV and Title V. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses. Each campus also has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions.

Carrizo Springs Parent and Family Engagement program is supported by the community.

According to all of the CSCISD Campus Parent and Family Engagement policies:

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2022 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 87.5% of parents wanted Parent and Family Engagement events to be from5:30-7:00 P.M. & 75% of parents stated they needed event meeting reminders.

Each campus offers ALL students' parents and guardians the opportunity to serve on the site-based decision-making committee. We also announce it on social media and send out Remind messages inviting all interested parents to be part of our committee. If the response is low, we select parents based on their availability to attend meetings. Their participation is necessary to give input from the parents' perspective.

All campuses have aligned their campus goals (TEKS) to the parent and family engagement goals that are in the school-parent compact.

For the 22-23 schoolyear, all Family e>ngagement activities will be in person activities.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2022 for all campuses we assessed the where parent/families would like to see the funds used at each campus:

The top response for CSE was 62.5% of parents would like to see the parental involvement funds used on technology resources for parents and families.

Parent and Community Engagement Strengths

In 2021-2022 participation was lower then pre covid years however parents are eager to being participating and attending school events. Parent involvment and community partnership remains the main goal for parent and family engagement in the 2022-2023 school year.

For 22-2022 CSE had a goal of 600 parents/families to participate in Parent and Family Engagement Events. The goal of 10% increase will remain.

At CSE, 75% parents responded that they feel quite a bit or extremely welcomed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents are not participating in family engagment activities. **Root Cause:** Campuses needs to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).

Problem Statement 2: In 21-2022, CSE had 415 parent participate . About 50% of these engagements are the same parents attending parent and family engagement events. Parents indicated that they would like multiple forms of outreach (Remind, phone calls, face to face, or messenger call outs) **Root Cause:** Determine other avenues to reach all parents of CSE students to attend Parent and Family Engagement events.

Problem Statement 3: Parents are not receiving timely notifications for events. **Root Cause:** Parents are not updating contact information when phone numbers or addresses change, and/or block communcation from school (phone calls)

School Context and Organization

School Context and Organization Summary

State Compensatory Education: The District's SCE funds are used to pay for the intervention teachers' salaries, extended day and summer school. Currently, we have three intervention teachers. SCE funds are used to pay teachers and para-professionals for half-day PK to a full day program.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2021-2022 school year all four campuses are Title I. Funds on these campuses are utlized to close the achievement gap by providing tutorials, instructional staff and professional development i.e., technology. The campus provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, grade transition activities, and coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 66 students identifed as McKinney Vento. McKinney Vento District Contact and personnel attend training to implement and provide training at the campus and district level. There is ongoing implementation of support and intervention activities for identified McKinney Vento students to ensure progress towards course completion, credit accrual, and graduation. Campus Instructional Officers with the assistance of campus Counselors monitor attendance, grades, and meet with campus administrators to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns to improve student performance. Transportation is provided. Our district Migrant Program is in a shared service arrangement with the ESC 20 service center. Region 20 works with the migrant clerk and counselor to take the appropriate steps to make sure that all services are provided. All teachers at the four campuses are required to attend weekly PLCs to assist in data disaggregation and to plan lessons. The district plans and coordinates with campus administrators and leadership teams to receive training in root cause analysis. Elementary campuses and secondary campuses work together to analyze data to determine root causes and prioritize areas of need. Performance objectives, goals and strategies are communicated at the campus, and district level and shared with the school board. There is formative and summative review of the strategies in November, February, April and June.

Equity Plan

According to the 19-20 Equity Plan data, teachers at our high economically disadvantaged campuses are slightly more experienced (12%) than those teaching at low economically disadvantaged campuses (15%). There is a -3% gap between our high and low minority campuses in terms of inexperienced teachers. There was a 4% out of field teachers at both the high-poverty and low poverty quartile campuses. Both first and fourth quartile percentages were below the state average for out-of-field and inexperienced teachers. The district equity gap for high minority and low minority is at -11%.

School Context and Organization Strengths

Title 1 funds are used to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2021-2022 school year all four campuses are Title I. Funds on these campuses are utlized to close the achievement gap by providing tutorials, instructional staff and professional development i.e., technology. The campus provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, grade transition activities, and coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 66 students identifed as McKinney Vento. McKinney Vento District Contact and personnel attend training to implement and provide training at the campus and district level

Technology

Technology Summary

CSE Technology Plan

PreKinder

Each Pre-K student to have access to their own individual ipad and receive a combined learning experience of in-class instruction and online learning.

Student achievement in all Pre-K Content Areas: such as Vocabulary, PA Skills, Listening, Comprehension, Story Retell, Number Operations, Problem Solving, One-to-One Correspondence, Number Discrimination, Shape Discrimination will increase with the use of IXL Reading and Math.

Students will be able to access remote home learning through use of individual devices.

See research about IXL:

https://www.ixl.com/membership/teachers/research

Study information:

https://www.ixl.com/research/Impact-of-IXL-in-Texas.pdf

Texas Statewide Efficacy

Texas schools using IXL outperformed schools without IXL on STAAR exams, by as much as 11 percentile points on math, 17 percentile points on reading, and 8 percentile points on writing.

Schools using both IXL Math and ELA received better accountability ratings from the Texas Education Agency (i.e., showed higher achievement, made more progress, and closed achievement gaps better) than similar schools using just one IXL subject.

Platform

Recorded lessons

Students will have access to individual ipad to access programs for increased learning opportunities.

IXL Math

IXL Reading

Starfall

See Saw

Innstructional materials available online are evaluated for appropriateness and accuracy using student achievement data from the following sources:

CLI Engage Data

Pre-K Checklist

All 5 Pre-K classrooms currently have mobile ipad carts with 20 ipads for a total of 100.

Each student has an Ipad available but the ipads are 5+ years old and the technology is outdated.

Due to COVID 19 and the approval of board to implement remote learning as well as classroom learning the following needs would need to be met:

Out of date equipment - Replace all ipads with new ones for a total of 110 to ensure that students are able to access remote learning from home. Replace teacher ipads.

More rigorous software applications to supplement classroom learning.

Training for teachers in the use of technology and programs for new remote learning practices.

PK teachers would need: 5 hovercams and/or webcams; 5 microphones; updated laptop/desktop if needed (5)

Kindergarten

The Kindergarten personalized technology plan is to guarantee all students have the 20 minutes of recommended iRead time as recommended by our curriculum. Kindergarten has approximately 155 students. iRead is a comprehensive program that includes vocabulary, high frequency words, decodable word books, and other foundational language skills practice. It is

aligned to our curriculum. Moreover, iRead provides embedded assessments and continuous monitoring to ensure children are taught to mastery. Each student is provided with a personal username and password which will allow for a personalized learning progression and instructional pace that matches each child's readiness.

iRead online materials provide flexibility to use during whole group and small group instruction. The interactive learning tools allow us to to build, reinforce, or reteach core foundational reading skills. Therefore, our technology will be implemented for a minimum of 20 minutes per day during the reading or rti portion of each day throughout the school year. In the event of school closures, we are hoping that technology would be available for check out so that our students will have the necessary technology at home.

Iread from HMH is research based and aligned to HMH curriculum. In addition, HMH curriculum is aligned to TRS. Alignmentdocument attached. Based on program information, the iRead Instructional Software also employs Universal Design for Learning. The Scope and Sequence moves as a continuous set of topics, allowing for differentiated placement and enablingthe program to provide adaptive instruction for children who are below, on, and above level. It is appropriate for our students because it provides multiple options for children to learn, demonstrate their knowledge, and engage meaningfully with the content.

Barriers:

Kindergarten has ipads and a computer lab. Our barriers include audio problems and glitches on both pieces of equipment. The ipads are older and therefore have outdated software that result in glitches while using the iread program. Not allclassrooms have 1:1 technology for students. Although we have a computer lab, there aren't enough headphones and students experience difficulty hearing due to the headphones not working and the audio jack on the computer system not functioning properly.

First Grade:

Each first grader will need an ipad or electronic device. Our plan for each student includes a blended learning experience of in-class instruction and online work supported by programs such as Seesaw, HMH digital program, iRead, AR Reading, Brainpopjr.com, Envision Math and Pearlized paper/digital, Studies Weekly (Social Studies), Pearson Science, and Youtube.com learning videos for extra support.

Hardware:

To prepare for our blended learning experiences, we need to equip our classrooms with Ipads, webcams, microphones and wireless keyboards for distance instruction/learning.

Hardware needs to be installed before the school year starts and training on how to use it must be provided, ensuring that all teachers know how to use it and can work out glitches.

Platforms:

The platform used will be Seesaw for recorded lessons.

Staff Development:

Teachers need training on how to use SeeSaw for student immediate feedback and accountability.

Software/programs:

We are asking for IXL to be provided for the 2021-2022 school year. This program will meet current grade level needs and scaffold learning for future grade level skills. It will review and provide practice of TEKS that teachers introduce in the classroom. In the Gradual Release Model, teachers introduce lessons and do guided practice with the students. This program offers differentiation and personalized recommendations for each individual student's needs.

Teachers will use Seesaw for online instruction and provide independent practice with iRead and iXL. Students will use the above-mentioned programs/software at school and at home, depending on their specific needs.

Presently, we are integrating technology when we use HMH online, AR Reading, Brainpop jr, Studies Weekly, Pearson Math and Science, and popular YouTube Channels such as Scratch Garden, NumberRock, Homeschool Pop,etc.

We will continue using the above-mentioned programs, but will increase implementation of SeeSaw as staff development is provided.

Evualation on Online Instructional Materials:

The material is appropriate for first grade level and /or can be modified to address diverse student needs. They address the TEKS at first grade level and adjust to those students working below level. These programs are research-based and provide data on student performance.

Technology Available

All 9 first grade classrooms are provided with an iPad cart of mini iPads. These carts do not have sufficient devices for every student in class

and are at least five years old. These sets of ipads are from another campus that got updated devices therefore handing down extras to the lower grades. The iPads do not have up to date software needed for blended instruction and are too old to install needed software updates. Some of the iPads in the carts are non-functional and have not been replaced therefore 1 to 1 online use is not provided.

There are currently 9 first grade teacher laptops and Cleartouch Interactive Boards. There are 5 large iPads available for teacher use therefore we are lacking 4 teacher iPads.

We lack up to date ipads, web cameras, microphones and wireless keyboards in order for distance learning to be successful.

More staff development is needed for the integration of technology.

Members Present via Google Meets:

S. Castano, M. Martinez, J. Ortiz, L. Salinas, V. Evins, C. Perales, C. Cadena, I. Martinez

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Second Grade:

Every student PK-2 has access to an electronic device that is used within the classroom. PK- 1st has access to ipads. Second and third grades have access to Chromebook. However many apps such as Google classroom and HMH Digital are difficult to access on the IPAD. Teachers suggest that students would benefit more from Chromebooks which would allow easier access to online apps and assignments on Google Classroom, HMH digital platform, Renaissance AR Reading, Brainpop, Sharon Wells paper/digital, Studies Weekly, EPIC, Pearson Math and Science, Quizizz, and Youtube videos for extra support.

Due to Covid 19 we also need to meet the distance learning needs for students who are in quarantie due to Covid positive results.

Hardware:

We will need to equip our classrooms with webcams and microphones for distance instruction/learning. We need to ensure that all hardware and software is working properly to avoid any confusion or conflicts. As of May 2021, 0 teachers are lacking microphones and webcams in their classrooms.

Platforms:

SeeSaw, Google Meets, Google Classroom, ZOOM and Screencastify

Staff Development:

Teachers will need training on how to access and utilize Google Classroom, See Saw Screencastify, ZOOM, and how to record lessons using the Hoover Cam.

Software/programs:

Students will use iPads for Imagine Learning and iREad (HMH). These are the adopted curriculums for the district and need to be used during distance learning.

We are also asking for IXL and Prodigy Math to be available for students to access and use throughout the school year to help and aid them with independent instruction practice. These two programs are aligned with TEKS and allow teachers to assign certain content area TEKS for students to practice. These two programs offer differentiation and personalized recommendations based on what each student has been practicing.

Plan for Integration of Technology:

Teachers will use Google Meets or ZOOM for live meetings as necessary and for attending virtual trainings.. We will also use Google Meets and Screencastify for previously recorded online instruction, if needed. Teachers will also be able to communicate with teachers to get familiar with the technology and software. Students will use the above-mentioned programs/software at school and at home, as needed to ensure they are able to efficiently practice grade level content. Instructional materials online for second grade include IXL, Pearson VUE, and Prodigy Math are integrated with 2nd grade TEKS and are appropriate for students. Certain TEKS can be assigned to students and can vary content based on the students needs. Teachers are able to see student progress as work is completed.

All second grade teachers have a laptop and Cleartouch Interactive Boards.

Third Grade

Technology Plan

Each third grade teacher has a mobile computer cart containing 25 chromebooks which are four years old. Because each third grader has a chromebook, our plan for each student includes a blended learning experience of in-class instruction and online work supported by programs such as Google Classroom assignments, HMH digital program, Reading Plus, AR Reading, Readworks, Brainpop, Sharon Wells paper/ digital, Studies Weekly(Social Studies),Pearson Science, and Youtube videos for extra support.

Hardware:

To prepare for our blended learning experiences, we need to equip our classrooms with

- webcams
- microphones

- Wireless keyboards
- Hover cams with scanning and recording capabilities

Platforms:

Google Meets for live presentation and Screencastify for recorded lessons.

Staff Development:

Teachers need training on how to use Google Meets and Screencastify, Google classroom and its integration with Forms and Google Sheets for student immediate feedback and accountability.

Software/programs:

We are asking for IXL and Learning Farm to be provided for the following school year. The most important needs that these 2 programs will meet will be the review and practice of TEKS that teachers introduce in the classroom. In the Gradual Release Model, teachers introduce and do guided practice with the students. But it is in the independent practice component that students may not get enough repetition to cement the learning. These two programs address these needs. These two programs offer differentiation and personalized recommendations based on what each student has been practicing so they can grow from where they are.

See research about IXL:

https://www.ixl.com/membership/teachers/research

Study information:

https://www.ixl.com/research/Impact-of-IXL-in-Texas.pdf

Texas Statewide Efficacy

Texas schools using IXL outperformed schools without IXL on STAAR exams, by as much as 11 percentile points on math, 17 percentile points on reading, and 8 percentile points on writing.

Schools using both IXL Math and ELA received better accountability ratings from the Texas Education Agency (i.e., showed higher achievement, made more progress, and closed achievement gaps better) than similar schools using just one IXL subject.

Integration Plan

Teachers will use Google Meets for live meetings and Screencastify for online instruction. Students will use the above-mentioned programs/

software at school and at home, depending on their specific needs.

Presently, we are integrating technology when we use HMH online, Reading Plus, AR
Reading, Brainpop, Studies Weekly, Pearson Science, Quizziz, and popular You Tubr, Channels such as Khan Academy, Number Rock, Homeschool Pop, etc. Google Classroom is implemented by teachers at various level. We will continue using the above-mentioned programs, but will increase implementation of Google Classroom, Forms, and Sheets as staff development is provided.

Evualation of Online Materials

We are already familiar with all the available online materials. The materials are appropriate for third grade level and /or can be modified to address diverse student needs. They address the TEKS at the third grade level and adjust to those students working below level. Additionally, the programs are research-based and they provide data on student performance.

Available Technology

Every student in third grade has a chromebook. All third grade teachers have a laptop and Cleartouch Interactive Boards. We need training in the use of Zoom, Screencastify, and additonal Google Classroom implementation with integration of all Google apps (Docs, Forms, Sheets, Slides).

Technology Strengths

Our strength is that each class has a one to one device for each student. CSE wireless access spots work well. Every classroom has a document camera and a clear touch screens. Each campus has an assigned staff member from the technology department to help with problems. Staff development in technology is offered to and made available to teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): In 20-21 new devices were for students were purchased for virtual learners. Some of these devices are in need of repair or replacement parts.
Root Cause: Devices that were used at home were returned with broken screens or missing chargers and are not able to be used by students.

Priority Problem Statements

Problem Statement 1: Students at CSE are requiring more interventions based on identified needs.

Root Cause 1: CSE has a high at risk population. CSE has had an increase in students with social and emotional concerns. CSE serves 81.8% economically disadvantaged students with 57.8% of students identified as at risk. A recent 23% inflation rate for school supplies has created a financial burden for all students and thereby impacting accessibility to school supplies.

Problem Statement 1 Areas: Demographics

Problem Statement 3: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math

Root Cause 3: Lack of the campus coordination to provide prescriptive interventions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 2: The campus will leverage diverse stake holders to inform and review current SEL practices.

Root Cause 2: Lack of proactive approach toward SE student needs.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 7: Curriculum alignment is not happening at the campus/district wide in core content areas; more training and guidance is needed for teachers and administrators.

Root Cause 7: Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment

Problem Statement 6: The campus has not been able to fill positions with standard certifications.

Root Cause 6: Lack of certified personnel applying for positions acress the districts. CSE has more vacanies filled by non certified "permannet sub" positions than other year.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Parents are not participating in family engagment activities.

Root Cause 8: Campuses needs to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 4: In 20-21 new devices were for students were purchased for virtual learners. Some of these devices are in need of repair or replacement parts.

Root Cause 4: Devices that were used at home were returned with broken screens or missing chargers and are not able to be used by students.

Problem Statement 4 Areas: Technology

Problem Statement 5: Scores are low, which result in a low accountability rating.

Root Cause 5: Not enough professional support for teachers in the areas of planning, instruction, and classroom management.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Male / Female performance, progress, 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: CSCISD by 2023 will have all campuses rated as a B on state accountability

Performance Objective 1: Performance Objective: By May 2023 CSE will develop vertically aligned ELAR & Math curricula.
Target: CSE will develop a systematic approach to deliver ELAR TEKS across campuses, with an emphasis on all sub-populations.
Strategies:
1. The CSCISD ELAR team will continue to unpack TEKS and align curriculum (reading and writing) with TEKS Resource System (TRS) pacing guides.
2. Train instructional staff in TRS, to include the Instructional Focus Document (IFD) Planning Guide.
3. Train instructional staff in the Gradual Release of Responsibility Framework. (GRR)
4. Implement a lesson plan format to follow Gradual Release of Responsibility Framework.
5. The District Curriculum & Instruction Office will provide Instructional Officer support at all campuses.
6. Train instructional staff in the writing process to align with the ELAR TEKS.

High Priority

Evaluation Data Sources: STAAR, TELPAS, STAAR, STAR 360, TPRI, CLI, TXKEA
Build a foundation of reading and math
Connect high school to career and college
Improve low-performing schools
Recruit, support, retain teachers and principals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Third grade teachers will supplement the Reading initiative by using the software program for all sub-populations to close literacy gaps. **Strategy's Expected Result/Impact:** By May of 2023 RP fluency will increase by 5%, Increase reading fluency and comprehension on CBA's, benchmarks, & EOY assessments, STAAR **Staff Responsible for Monitoring:** ELA Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Reading Plus - Title I Part A Allocation - $13,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: The LPAC will analyze data for ELL students and determine levels of proficiency and support in order to close achievement gaps. **Strategy's Expected Result/Impact:** By December 2022, 100% of ELL students will be monitored and reviewed for levels of proficiency **Staff Responsible for Monitoring:** Campus LPAC Committee **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Travel and PD for LPAC Training - Local - 199-13-6411-00-102-0-25-0-00 - $1,200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Pre-kindergartenTeachers with assistance from PK aides, will provide instruction in oral language development as part of their daily routine to assist in closing the achievement gaps. **Strategy's Expected Result/Impact:** By May 2023, 100% of Pre-Kinder students who demonstrate Improved scores on Circle Pre-Kinder assessments. **Staff Responsible for Monitoring:** Principal/ Vice Principals, I.O., PK Teachers and PK Aides **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Personnel salaries - Teachers - State Compensatory Education - $84,322.50, Personnel salaries - PK Classroom Instrucitional Aides - State Compensatory Education - $52,343.25				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: ELA Interventionists will work with identified students (Kinder-3rd) to improve reading skills with the assistance of para-professionals and attend the necessary PD. (Close gaps initiative) **Strategy's Expected Result/Impact:** 100% of identified students (as indicated by BOY Screener Data) will receive interventions by an ELA interventionist and/or Intervention Aide. **Staff Responsible for Monitoring:** Campus Administrators, Gen Ed Teachers, Intervention Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Personnel -Salary for Interventionists - State Compensatory Education - $182,476, Instructional Supplies to include software programs - State Compensatory Education - 199-11-6395-01-102-0-30-0-00 - $15,000, Travel - State Compensatory Education - 199-13-6411-00-102-30-0-00 - $3,000, Salaries for Intervention Aides - State Compensatory Education - $69,000, Substitutes - State Compensatory Education - $7,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Summer planning for teachers during summer to prepare for 22-23 school year. **Strategy's Expected Result/Impact:** By June of 2023, STAAR results for 3rd and Benchmarks for KG-2nd will improve by 5%.. **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Administrator Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum **Problem Statements:** Student Achievement 1 **Funding Sources:** Personnel - extra duty pay - Title I Part A Allocation - $5,500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: SpEd teachers will provide guidance based on skills to support IEP goals and objectives to the Instructional Assistants who provide inclusion support; provide time for speech language pathologist to consult with Gen. Ed. teachers to discuss student issues. **Strategy's Expected Result/Impact:** By May 2023, 100% of Sped students will meet at least 80% of their IEP goals. **Staff Responsible for Monitoring:** Certified SpEd teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Professional Development in Creating IEP Goals - Title I - 224-13-6499-00-102-2-23-0-00 - $600, Substutitute Teacher for coverage during collaboration meetings. - Title I - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide summer school (extended year) for all students not meeting standards set by district to help close achievement gaps. **Strategy's Expected Result/Impact:** By July of 2023, teachers will provide supplemental instruction to 100 % of students meeting summer school requirements to meet academic standards. Provide necessary resources to provide intervention for all student subpopulations: Migrant, LEP, at risk, SPED, to close gaps. Teachers will complete a pre and post assessment of all students, as well as an evaluation of the program (narrative). **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Director **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Summer School Salaries (teachers and para-professionals) - Title I - $110,000, Supplies for summer school. - State Compensatory Education - $4,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: CSE will provide extended day tutorials in Math and Reading for students not meeting campus/state standards. **Strategy's Expected Result/Impact:** By May 2023, 100% of identified students will be invited to attend extended day tutorials. **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Director Teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Teacher extra duty pay - Title I - 211-11-6119-84-102-2-24-0-00 - $18,000, Instructional supplies - ELAR & Math - Title I - $3,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: The campus will utilize Instructional Officers to provide coaching opportunities, content area support which includes, but not limited to, modeling exemplar lessons, lesson planning, classroom management, GRR (gradual release) and TRS training. Instructional Officers will receive and attend professional development. **Strategy's Expected Result/Impact:** By June 2023, collaboration sheets will show that 100% of identified teachers in need received support in Domain 1, 2, or 3 from the instructional coach thereby increasing their instructional capacity. **Staff Responsible for Monitoring:** Campus Administrator and C & I Director, Instructional Officer **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** IO Salary - Title I - $73,438, IO Registration and Travel (TCEA Conference for Educational Coaching, CAST Conference, ESC Instructional Bootcamp, TLC Conference, TCEA Conference, TEKS Con Conference, CAMT Conference, TCEA Coaching Conference, Science Conference, ELAR Conference, Math Conference, Social Studies Conference - Title I - $7,809				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: By May of 2023, 80% of para-professionals working with At-Risk students will be provided training in vocabulary strategies and small group instruction. **Strategy's Expected Result/Impact:** 100% of At-Risk students will be provided small group instruction by trained para professionals. **Staff Responsible for Monitoring:** Campus administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Paraprofessional training - Title I - $3,300, Salaries for Paraprofessionals - State Compensatory Education - $9,025.53				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11: By May of 2023, 100% of campus administration will be provided with training to improve the quality of principals to become better instructional leaders. Federal/SCE Programs, Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close achievement gaps. Campus committees will meet to review data and needs assessment. 100% of campuses and district will complete CIP/DIP by October 2023.

Strategy's Expected Result/Impact: Campus administration will attend a minimum of 3 trainings per year. By June of 2023, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership. Strategy will address closing the achievement gaps for identified students. Campus committees will meet to review data and needs assessment. 100% of campuses and district will complete CIP/DIP by October 2023. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring.

Staff Responsible for Monitoring: Principal, C&I Director
Federal Programs Director

Title I:
2.4, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning

Problem Statements: Student Achievement 1

Funding Sources: Professional Development for administrators - Title I - $4,500, Coverage for Needs assessment committee meetings - Title I - $1,500

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Teachers, students and parents will be surveyed to evaluate technology. Teachers will be provided with PD to assist students in closing the gap. **Strategy's Expected Result/Impact:** By May of 2023, 90% of teachers and students will be evaluated to understand the environmental factors, skills, access levels and classroom factors that shape the impact of technology in a school district using clarity survey. **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Director **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** Travel and PD for teachers - Title I - $3,000				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Campus administration will utilize program software to monitor teachers/staff on T-TESS walk-through and observations. **Strategy's Expected Result/Impact:** May 2023, campus administration will utilize Talent Ed./Perform program to monitor teachers/staff using T-TESS walkthrough and observations. **Staff Responsible for Monitoring:** Campus Administrator HR Director **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Talent Ed - Title I - $2,425				

Strategy 14 Details	Reviews			
Strategy 14: Continue using online platforms to access lesson planning and pacing tools.	Formative			Summative
Strategy's Expected Result/Impact: Pacing Guides for both semesters will be completed and submitted for Science and Social Studies by May 2023. **Staff Responsible for Monitoring:** Principal, Instructional Officer **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** Access to TEKS Resource System - Local - 199-11-6239-03-102-0-11-0-00 - $4,211.75, Access to Eduphoria - Local - 199-11-6239-00-102-0-11-0-00 - $3,000	Nov	Feb	Apr	June

Strategy 15 Details	Reviews			
Strategy 15: Designated campus teachers will attend yearly PD/conferences.	Formative			Summative
Strategy's Expected Result/Impact: By June 2023, 100% of teachers will be provided opportunities to attend at least one yearly PD/Conferences to gain/improve content instruction. Information will be shared with departments via PLCs Agenda, sign-in sheet and certificate. **Staff Responsible for Monitoring:** Campus Administrator, Director of Curriculum & Instruction, Director of Federal Program **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Approved Professional Development for Teachers - Local - 199-13-6411-00-102-0-99-0-00 - $2,500, Registration and Webinars for Teachers - Local - 199-13-6499-00-102-0-99-0-00 - $2,500, Staff Travel - Title I - $2,000	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16: CSE will utilize reading consultants to help motivate students. **Strategy's Expected Result/Impact:** By May 2023, CSE will see an increase reading achievement as measured in CLI Engage Assessments and STAR Renaissance from BOY to EOY screeners. **Staff Responsible for Monitoring:** Administration, Teacher **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum **Problem Statements:** Student Achievement 1 **Funding Sources:** Consultante Fees - Local - $1,000, Supplies - Title I - $300				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17: Teachers and students will utilize Brain Pop for Science and Social Studies to supplement the science and social studies curriculum. **Strategy's Expected Result/Impact:** My May 2023, there will be a 5% Increased student achievement in unit assessments from last year. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Brain Pop subscription - Local - 199-11-6399-03-102-0-11-0-00 - $1,995				

Strategy 18 Details	Reviews			
Strategy 18: Provide incentives for students to help promote attendance, reading and student achievement.	Formative			Summative
Strategy's Expected Result/Impact: 5% increase in passing rates on CBA's Benchmarks and improved attendance from 2022 to 2023. **Staff Responsible for Monitoring:** Campus administration and Teacher **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1 **Funding Sources:** Student Incentives - Local - 199-11-6497-00-102-0-11-0-00 - $4,000	Nov	Feb	Apr	June

Strategy 19 Details	Reviews			
Strategy 19: Purchases additional manipulatives, books, and a laminator to help roll-out PK curriculum.	Formative			Summative
Strategy's Expected Result/Impact: By May 2023, CSE will see an 10% increased student achievement on CLI assessment screeners from BOY to EOY for Pre-Kinder students. **Staff Responsible for Monitoring:** Teachers and campus administration **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** supplies, books, laminating film - LCFF - Base - 199-13-6399-01-102-0-99-0-00 - $7,000	Nov	Feb	Apr	June

Strategy 20 Details	Reviews			
Strategy 20: Campus will supply teachers with testing supplies for STAAR testing.	Formative			Summative
Strategy's Expected Result/Impact: Data will indicate a decrease in the number of STAR testing irregularities fro 2022 to 2023. **Staff Responsible for Monitoring:** Campus administration and Campus Testing Coordinator **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** Testing Supplies - Local - 199-11-6339-01-102-0-11-0-00 - $2,000	Nov	Feb	Apr	June

Strategy 21 Details	Reviews			
Strategy 21: Provide Tier 2 and Tier 3 Math and Reading Intervention and acceleration using Renaissance Learning Suite.	Formative			Summative
Strategy's Expected Result/Impact: Student BOY and EOY formal assessment data will show one year's growth in Math and Reading **Staff Responsible for Monitoring:** Campus Administrator, Teachers, Curriculum and Instruction Director **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** STAR Renaissance Learning Suite - ESSER III - $67,000	Nov	Feb	Apr	June

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22: Campus will provide additional assistance (instructional supplies) to all students in PK-3rd grade in preparation for the school year. **Strategy's Expected Result/Impact:** 100% of students will receive instructional supplies upon their first days of school. **Staff Responsible for Monitoring:** Campus Administration and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** student supplies - Title I - $25,000				

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 23: The Campus Testing Coordinator will be provided with opportunities to attend professional development in curriculum and assessment to prepare for STAAR redesign by attending the state testing conference. **Strategy's Expected Result/Impact:** By May 2023, 100% of testing staff will be trained in STAAR redesign resulting in little to no testing irregularities. **Staff Responsible for Monitoring:** Campus Administration, Campus Testing Coordinator **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Problem Statements:** Curriculum, Instruction, and Assessment 3 **Funding Sources:** PD and Travel (state assessment conference) - Title I - $1,500				

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24: Provide At-Risk students the assistance of a counselor to discuss and review behavior, attendance, academic performance to decrease achievement gaps. **Strategy's Expected Result/Impact:** Decrease amount of behavior referrals, increase attendance and improve 6 weeks grades of At-Risk students. **Staff Responsible for Monitoring:** At-Risk Counselor, Teachers, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** supplies, travel, professional development - State Compensatory Education - $2,000, At risk counselor - State Compensatory Education - $20,000				

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 25: Identified students will utilize supplemental resources to practice skills in reading, math and science to close student achievement gaps. **Strategy's Expected Result/Impact:** By May 2023, Students will achieve 50% Meets in STAAR in reading, and math Progress Learning **Staff Responsible for Monitoring:** campus administration and teachers. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** ixL, Measuring Up, supplemental resources - Title I - $10,000				

Strategy 26 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 26: Hire a consultant to assist K-3 teachers in aligning of TRS curriculum with state adopted resources and supplemental resources. **Strategy's Expected Result/Impact:** End of year CLI data wil show a 35% improvement in student mastery in reading CIrcle, TXKEA and TPRI. **Staff Responsible for Monitoring:** campus administration, teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** consultant fees - Title I - $3,000				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students at CSE are requiring more interventions based on identified needs. **Root Cause**: CSE has a high at risk population. CSE has had an increase in students with social and emotional concerns. CSE serves 81.8% economically disadvantaged students with 57.8% of students identified as at risk. A recent 23% inflation rate for school supplies has created a financial burden for all students and thereby impacting accessibility to school supplies.
Student Achievement
Problem Statement 1: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math **Root Cause**: Lack of the campus coordination to provide prescriptive interventions.
Staff Quality, Recruitment, and Retention
Problem Statement 1: The campus has not been able to fill positions with standard certifications. **Root Cause**: Lack of certified personnel applying for positions acress the districts. CSE has more vacanies filled by non certified "permannet sub" positions than other year.
Curriculum, Instruction, and Assessment
Problem Statement 3: Scores are low, which result in a low accountability rating. **Root Cause**: Not enough professional support for teachers in the areas of planning, instruction, and classroom management.

Goal 1: CSCISD by 2023 will have all campuses rated as a B on state accountability

Performance Objective 2: Performance Objective 2: By May 2023 CSE will develop district wide vertically aligned Math curriculum.
Target: CSCISD will develop a systematic approach to deliver Math TEKS across campuses, with an emphasis on all sub-populations.
Strategies:
1. The CSCISD Math team will monitor the alignment of the TEKS using the TEKS Resource System (TRS).
2. Train instructional staff in TRS, to include the Instructional Focus Document (IFD) Planning Guide.
3. Train instructional staff in the Gradual Release of Responsibility Framework. (GRR)
4. Implement a lesson plan format to follow Gradual Release of Responsibility Framework.
5. The District Curriculum & Instruction Office will provide Instructional Officer support at all campuses.
6. Provide Summer Leadership training for teachers and campus and district administrative teams.

Evaluation Data Sources: STAAR, EOC, TELPAS, PBMAS, TAPR, STAR 360
Build a foundation of reading and math
Connect high school to career and college
Improve low-performing schools
Recruit, support, retain teachers and principals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will use math supplemental curriculum and provide necessary professional development to close achievement gaps. **Strategy's Expected Result/Impact:** By May 2023, CSE will see a 5% decrease in the number of Tier 3 students in Math from BOY to EOY screeners. **Staff Responsible for Monitoring:** Principals, Instructional Officers, and Teachers **Title I:** 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Math Curriculum - Pearlilzed math - Title I - 289-13-6299-00-102-024-000 - $21,275, Math curriculum - Sharon Wells - Title I - 255-13-6299-102-12-4-000 - $25,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math **Root Cause**: Lack of the campus coordination to provide prescriptive interventions.

Goal 2: CSCISD by 2023 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.

Performance Objective 1: All state, federal, and grant funds will be strategically managed to meet the instructional needs of all students and special populations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Teachers will be provided opportunities to attain certification through Educator Preparation Programs (EPPs) to ensure all educators have met highly qualified requirements. **Strategy's Expected Result/Impact:** By May of 2023 100% of teachers will be provided opportunities to attain certification through Educator Preparation Programs (EPPs)/ higher education programs in their respective areas. **Staff Responsible for Monitoring:** Campus Administrator HR Director **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: First year and second-years teachers and permanent substitutes seeking teaching certification, will participate teacher comprehensive mentor program through Region 20. **Strategy's Expected Result/Impact:** By May of 2022, 100% of First and Second-year teachers (3) will be part of the teacher comprehensive mentor program documented through sign-in sheets and AESOP. **Staff Responsible for Monitoring:** Campus Administrator HR Director **Title I:** 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Region 20 Contracted Services for Mentor Training - Title I - $42,500, Mentor Stipend (5 mentors for 22-23) - Title I - $10,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: In order to prepare students for typing and technology skills needed to prepare for the new STAAR online platform, new computer devices need to be purchased. **Strategy's Expected Result/Impact:** By May 2023, 100% of students will have devices to provide online technology curriculum that can be accessed at home. **Staff Responsible for Monitoring:** Teachers, School administration, **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continued use of online platforms to assist in meeting federal guidelines and CIP's. **Strategy's Expected Result/Impact:** By June of 2023, 100% of required documents will be completed and uploaded to meet state and federal compliance purposes/requirements. **Staff Responsible for Monitoring:** Principal and Federal Programs Director **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Plan4Learning/Title 1 Crate/TransACT - Title I - $8,000				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The campus has not been able to fill positions with standard certifications. **Root Cause**: Lack of certified personnel applying for positions acress the districts. CSE has more vacanies filled by non certified "permannet sub" positions than other year.
Problem Statement 2: Curriculum alignment is not happening at the campus/district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause**: Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.
Curriculum, Instruction, and Assessment
Problem Statement 1: Curriculum alignment is not happening at the campus/district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause**: Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Goal 3: CSCISD by 2023, will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

Performance Objective 1: Develop and execute a Campus Plan for systemic SEL implementation

High Priority

Evaluation Data Sources: Survey results
Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: 1. McKinney Vento Campus Liaisons will attend trainings to provide assistance to identified students that are not meeting standards. (TEXSHIP funds) **Strategy's Expected Result/Impact:** Campus liaisons will attend at least 50% of the trainings offered and 100% of McKinney Vento students will be contacted and offered the opportunity of clothing/ Hygiene/School supplies assistance. MV staff will present at each campus. **Staff Responsible for Monitoring:** Campus Administrator, McKinney Vento Liasion, Federal Programs Director **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Travel and Professional Development - Title I - $3,000, Hygiene and School Supplies - ARP Homeless Grant II - $1,000, Instructional suppies - TECHY Grant				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: All four CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for the students that attend summer school. These events will have a book author that will promote literacy and share their personal experiences about school to inspire these students to try their best and continue to reach for success. **Strategy's Expected Result/Impact:** By June 2023, CSCISD should see a 5% increase in parent participation from last year's event. **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Service Coordinator **Title I:** 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Family Engagement - Title I Part A: Parent Involvement - $2,000, Consulting - Book Author - Title I Part A: Parent Involvement - $6,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 100% of the parents will be invited to Math and reading nights, STAAR nights 1 per semester (fall), 2 per semester (spring) and Kinder & First Grade will host a supplemental Math Family Night for parents to receive hands-on training of actual activities that are being taught in the classroom. (Two paraprofessionals will provide parent & families with support throughout the night.) Pre-K and Kindergarten will host 9 parent and family engagement events & First -Third grade will host 4 parent and family engagement events. *Supplemental Supplies (materials) for events *Childcare will be provided for young siblings whenever feasible. *Transportation will also be provided to parents **Strategy's Expected Result/Impact:** By June 2023, we should see a 10% increase in parent & family participation (sign-in sheets) **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Service Coordinator **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Supplies Supplemental Supplies (materials) for events *Childcare will be provided for young siblings whenever feasible. *Transportation will also be provided to parents - Title I Part A: Parent Involvement - $6,000, Federal Programs Service Coordinator Salary - Title I Part A: Parent Involvement - $29,000, Food/Snacks - Title I Part A: Parent Involvement - $500, travel/ - Title I Part A: Parent Involvement - $4,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus will have a full time parent and family engagement liaison. Campus liaison will be responsible for assisting with all 4 parent & family engagement activities. These events will help parents better understand the category/TEKS that are being covered in class and will include a take a way activity that parents can work with their child at home. **Strategy's Expected Result/Impact:** By June 2022, we should see a 10% increase in parent & family participation (sign-in sheets) **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Service Coordinator **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Supplies - Title I Part A: Parent Involvement - $3,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: CSE counselors will plan a Career Fair event for PK-3rd grade. The career fair will assist students in developing knowledge and skills for a broad range of career opportunities. **Strategy's Expected Result/Impact:** By June of 2023, 100% of all CSE students will exposed to diverse community careers. **Staff Responsible for Monitoring:** Principals and Federal Programs Director **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies - CTE (Local) - $300				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: By May of 2023, 65% of parents will have received communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement **Strategy's Expected Result/Impact:** By December 2023, 75% of parents/families signed up and will be using the remind message app. **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Service Coordinator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Access to Remind 101 - Local - 19923639900102099000 - $1,062				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Campus counselors will receive technical support in developing a comprehensive school counseling program, to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief informed and trauma informed interventions, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution. **Strategy's Expected Result/Impact:** By June of 2023, 100 % of the comprehensive counseling program will be completed. **Staff Responsible for Monitoring:** Campus Administrator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Region 20 Consultants - technical assistance - Title I Part A Allocation - $1,250, Misc Con Services - Title V - $1,500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Students in community service agencies, day cares along with campus 3rd grade students, will be provided the opportunity to transition from: Community service agencies and day cares to Pre-kindergarten and Kindergarten. Campus 3rd grade students to visit CSI campus. **Strategy's Expected Result/Impact:** By May of 2023, 100% of community service agencies, day care facilities and 3rd grade students will be given the opportunity to visit the designated campus. **Staff Responsible for Monitoring:** Campus administrator Counselors **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: CSE Kindergarten - third grade students will be given the opportunity to participate in the schools required physical activity program (45 minutes per day). Pre-kindergarten students (30 minutes per day) will have an opportunity for physical activity daily. **Strategy's Expected Result/Impact:** By May of 2023, 100% of 3rd grade students will be assessed using the fitness gram evaluation tool. **Staff Responsible for Monitoring:** Campus Administrator Campus Physical Activity Teacher **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: CSCISD campuses will implement 4 summer sessions that will target a combination of needs such as stress & mental health, author book readings, cooking classes, and crafting classes. The CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible **Strategy's Expected Result/Impact:** By July of 2023 100% of students participating in summer school will be offered opportunities to enage in mental health and wellness activities. **Staff Responsible for Monitoring:** The Federal Programs Service Coordinator, campus administrator **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions. - Title I Part A: Parent Involvement - $6,000				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Campus counselors will provide guidance lessons that support CASEL competencies; individual, small group, and whole group in an effort to assist students with coping skills dealing with the trauma of the post pandemic stress. **Strategy's Expected Result/Impact:** From 11% to 15% of Students will show improvement in mental health which will result in fewer counselor referrals & crisis episodes **Staff Responsible for Monitoring:** Campus Counselors **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

Strategy 12 Details	Reviews			
Strategy 12: CSE Counselors will attend mental health trainings to implement SEL protocols.	Formative			Summative
Strategy's Expected Result/Impact: The counselors will attend 100% of required trainings to implement SEL protocols	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Principal, Counselors, Federal Programs Director **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** School Culture and Climate 1 **Funding Sources:** PD and Travel - Local - $600				

Strategy 13 Details	Reviews			
Strategy 13: The campus will support students' social-emotional learning by creating therapeutic spaces.	Formative			Summative
Strategy's Expected Result/Impact: Campus data will show a decrease in the counselor visits addressing social emotional.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** Supplies for Therapeutic Rooms - ESSER II - $12,000				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14: Parents will be offered the four required parent engagement events, plus the district will offer specific events as per survey such as Skyward portal, login information,(See Saw, Google Classroom), family fun, and volunteering opportunities. **Strategy's Expected Result/Impact:** By June 20223 there will be a 5% increase in parent participation in family engagement activites (sign in sheets). **Staff Responsible for Monitoring:** Campus Administrator, Federal Programs Service Coordinator **Title I:** 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Supplies for events - Title I Part A Allocation - $1,500, Parent Travel - Title I Part A Allocation - $1,500, PD Travel - Title I Part A Allocation - $1,500, Food for Parent Engagement - Title I Part A Allocation - $1,500				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15: McKinney Vento District Liaison will attend training to provide assistance to identify students **Strategy's Expected Result/Impact:** 100% of McKinney Vento students will be serviced with tutoring, school supplies, backpacks, student assessment- college-level entrance, dual credit, and transportation. **Staff Responsible for Monitoring:** CSCISD McKinney Vento Liaison Campus Administrators **Funding Sources:** Clothing, backpacks, student hygiene - ARP Homeless Grant II - $9,850				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students at CSE are requiring more interventions based on identified needs. **Root Cause**: CSE has a high at risk population. CSE has had an increase in students with social and emotional concerns. CSE serves 81.8% economically disadvantaged students with 57.8% of students identified as at risk. A recent 23% inflation rate for school supplies has created a financial burden for all students and thereby impacting accessibility to school supplies.

School Culture and Climate
Problem Statement 1: The campus will leverage diverse stake holders to inform and review current SEL practices. **Root Cause**: Lack of proactive approach toward SE student needs.

Parent and Community Engagement

Problem Statement 1: Parents are not participating in family engagment activities. **Root Cause**: Campuses needs to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).

State Compensatory

Budget for Carrizo Springs Elementary

Total SCE Funds: $111,717.34
Total FTEs Funded by SCE: 16
Brief Description of SCE Services and/or Programs

SCE funds at Carrizo Springs Elementary assist teachers with 3 paraprofessionals that work in the classroom assisting identified At-Risk student, all supplemental ot the regular education program. All positions are supplemental. State Comp Ed pays for the 50% of the supplemental portion of the PreK program (Teacher and para salaries). Supplemental to regular instruction CSE has two interventionist and three intervention aides that assist At-Risk students with closing instructional gaps. CSE has supplmental grade level aides that assist IOs in the classroom room.

Personnel for Carrizo Springs Elementary

Name	Position	FTE
ACRUZ	para-professional PK	1
AVELAZQUEZ	PARA-INTERVENTION	1
CSALINAS	2ND-3RD GR INTERVENTIONIST	1
DMUNOZ	K/1ST INTERVENTIONIST	1
DRUIZ	para-professional PK	1
GNIETO	PARA-PROFESSIONAL PK	1
ISCHELL	PARA-INTERVENTION	1
JCRUZ	PK TEACHER	1
JMATA	PARA-INTERVENTION	1
LCONTRERAS	para-professional 2nd grade	1
MECASTRO	PK PARAPROFESSIONAL	1
MGONZALEZ	para-professional PK	1
PRODRIGUEZ	para-professional 1ST grade	1
SJMARTINEZ	PK TEACHER	1
SRIOJAS	PK TEACHER	1
VRUBALCAVA	PK TEACHER	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Name	Position	Email	Role	Actions
Veronica Garcia	Campus Principal	vgarica@cscisd.net	Administrator	Edit Delete
Jose Talamantez	Assistant Principal	jtalamantez@cscisd.net	Administrator	Edit Delete
Mario Ruiz	Assistant Principal	mruiz@cscisd.net	Administrator	Edit Delete
JoAnn Sosa	Counselor	joannsosa@cscisd.net	Non-classroom Professional	Edit Delete
Anna Morones	Counselor	amorones@cscisd.net	Non-classroom Professional	Edit Delete
Courtney Titsworth	2nd Grade Teacher	ctitsworth@cscisd.net	Classroom Teacher	Edit Delete
Twighla Tollet	Special Ed Teacher	ttollett@cscsid.nt	Classroom Teacher	Edit Delete
Albert Sosa	Parent	ajsosa04@sbcglobal.net	Parent	Edit Delete
Vaness Rubalcava	PK Teacher	vodom@cscisd.net	Classroom Teacher	Edit Delete
Margarita Rodriguez	Parent	8304993500	Parent	Edit Delete
Monique Lira	Parent	8302400290	Parent	Edit Delete
Evelyn Castro	Federal programs Service Coordinator	ecastro@cscisd.net	District-level Professional	Edit Delete
Michelle Nanez	Kinder Teacher	mnandez@cscisd.net	Classroom Teacher	Edit Delete
Debra Alaniz-Gonzalez	3rd Grade Teacher	dgonzalez@cscisd.net	Classroom Teacher	Edit Delete
Marissa Martinez	First Grade Teacher	mmartinez@cscisd.net	Classroom Teacher	

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Christy Ward	Instructional Officer	Title I	1
Linda Cruz	PK Teacher	Title 1	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Veronica Garcia	Campus Principal
Administrator	Jose Talamantez	Assistant Principal
Administrator	Mario Ruiz	Assistant Principal
Non-classroom Professional	JoAnn Sosa	Counselor
Non-classroom Professional	Anna Morones	Counselor
Classroom Teacher	Courtney Titsworth	2nd Grade Teacher
Classroom Teacher	Twighla Tollet	Special Ed Teacher
Parent	Albert Sosa	Parent
Classroom Teacher	Vaness Rubalcava	PK Teacher
Parent	Margarita Rodriguez	Parent
Parent	Monique Lira	Parent
District-level Professional	Evelyn Castro	Federal programs Service Coordinator
Classroom Teacher	Michelle Nanez	Kinder Teacher
Classroom Teacher	Debra Alaniz-Gonzalez	3rd Grade Teacher
Classroom Teacher	Marissa Martinez	First Grade Teacher

Campus Funding Summary

CTE (Local)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	5	Supplies		$300.00
				Sub-Total	$300.00

LCFF - Base					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	19	supplies, books, laminating film	199-13-6399-01-102-0-99-0-00	$7,000.00
				Sub-Total	$7,000.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Personnel salaries - Teachers		$84,322.50
1	1	3	Personnel salaries - PK Classroom Instrucitional Aides		$52,343.25
1	1	4	Personnel -Salary for Interventionists		$182,476.00
1	1	4	Instructional Supplies to include software programs	199-11-6395-01-102-0-30-0-00	$15,000.00
1	1	4	Travel	199-13-6411-00-102-30-0-00	$3,000.00
1	1	4	Salaries for Intervention Aides		$69,000.00
1	1	4	Substitutes		$7,000.00
1	1	7	Supplies for summer school.		$4,000.00
1	1	24	supplies, travel, professional development		$2,000.00
				Sub-Total	$419,141.75

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Professional Development in Creating IEP Goals	224-13-6499-00-102-2-23-0-00	$600.00
1	1	6	Substutitute Teacher for coverage during collaboration meetings.		$1,000.00
1	1	7	Summer School Salaries (teachers and para-professionals)		$110,000.00
1	1	8	Teacher extra duty pay	211-11-6119-84-102-2-24-0-00	$18,000.00
1	1	8	Instructional supplies - ELAR & Math		$3,000.00
1	1	9	IO Salary		$73,438.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	IO Registration and Travel (TCEA Conference for Educational Coaching, CAST Conference, ESC Instructional Bootcamp, TLC Conference, TCEA Conference, TEKS Con Conference, CAMT Conference, TCEA Coaching Conference, Science Conference, ELAR Conference, Math Conference, Social Studies Conference		$7,809.00
1	1	10	Paraprofessional training		$3,300.00
1	1	11	Professional Development for administrators		$4,500.00
1	1	11	Coverage for Needs assessment committee meetings		$1,500.00
1	1	12	Travel and PD for teachers		$3,000.00
1	1	13	Talent Ed		$2,425.00
1	1	15	Staff Travel		$2,000.00
1	1	16	Supplies		$300.00
1	1	22	student supplies		$25,000.00
1	1	23	PD and Travel (state assessment conference)		$1,500.00
1	1	25	ixL, Measuring Up, supplemental resources		$10,000.00
1	1	26	consultant fees		$3,000.00
1	2	1	Math curriculum - Sharon Wells	255-13-6299-102-12-4-000	$25,000.00
1	2	1	Math Curriculum - Pearlilzed math	289-13-6299-00-102-024-000	$21,275.00
2	1	2	Region 20 Contracted Services for Mentor Training		$42,500.00
2	1	2	Mentor Stipend (5 mentors for 22-23)		$10,000.00
2	1	4	Plan4Learning/Title 1 Crate/TransACT		$8,000.00
3	1	1	Travel and Professional Development		$3,000.00
				Sub-Total	$380,147.00

Title I Part A Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Plus		$13,000.00
1	1	5	Personnel - extra duty pay		$5,500.00
3	1	7	Region 20 Consultants - technical assistance		$1,250.00
3	1	14	Supplies for events		$1,500.00
3	1	14	Parent Travel		$1,500.00
3	1	14	PD Travel		$1,500.00

Title I Part A Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	14	Food for Parent Engagement		$1,500.00
				Sub-Total	$25,750.00

Title I Part A: Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Family Engagement		$2,000.00
3	1	2	Consulting - Book Author		$6,000.00
3	1	3	Supplies Supplemental Supplies (materials) for events *Childcare will be provided for young siblings whenever feasible. *Transportation will also be provided to parents		$6,000.00
3	1	3	Federal Programs Service Coordinator Salary		$29,000.00
3	1	3	travel/		$4,000.00
3	1	3	Food/Snacks		$500.00
3	1	4	Supplies		$3,000.00
3	1	10	Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions.		$6,000.00
				Sub-Total	$56,500.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Salaries for Paraprofessionals		$9,025.53
1	1	24	At risk counselor		$20,000.00
				Sub-Total	$29,025.53

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Travel and PD for LPAC Training	199-13-6411-00-102-0-25-0-00	$1,200.00
1	1	14	Access to Eduphoria	199-11-6239-00-102-0-11-0-00	$3,000.00
1	1	14	Access to TEKS Resource System	199-11-6239-03-102-0-11-0-00	$4,211.75
1	1	15	Approved Professional Development for Teachers	199-13-6411-00-102-0-99-0-00	$2,500.00
1	1	15	Registration and Webinars for Teachers	199-13-6499-00-102-0-99-0-00	$2,500.00
1	1	16	Consultante Fees		$1,000.00
1	1	17	Brain Pop subscription	199-11-6399-03-102-0-11-0-00	$1,995.00
1	1	18	Student Incentives	199-11-6497-00-102-0-11-0-00	$4,000.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	20	Testing Supplies	199-11-6339-01-102-0-11-0-00	$2,000.00
3	1	6	Access to Remind 101	19923639900102099000	$1,062.00
3	1	12	PD and Travel		$600.00
				Sub-Total	$24,068.75

Title V					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	7	Misc Con Services		$1,500.00
				Sub-Total	$1,500.00

TECHY Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Instructional suppies		$0.00
				Sub-Total	$0.00

ESSER II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	13	Supplies for Therapeutic Rooms		$12,000.00
				Sub-Total	$12,000.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	21	STAR Renaissance Learning Suite		$67,000.00
				Sub-Total	$67,000.00

ARP Homeless Grant II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Hygiene and School Supplies		$1,000.00
3	1	15	Clothing, backpacks, student hygiene		$9,850.00
				Sub-Total	$10,850.00

Addendums

11 VG

Analysis

Walkthrough - T-TESS Walkthrough All Locations All Staff

Find a Form

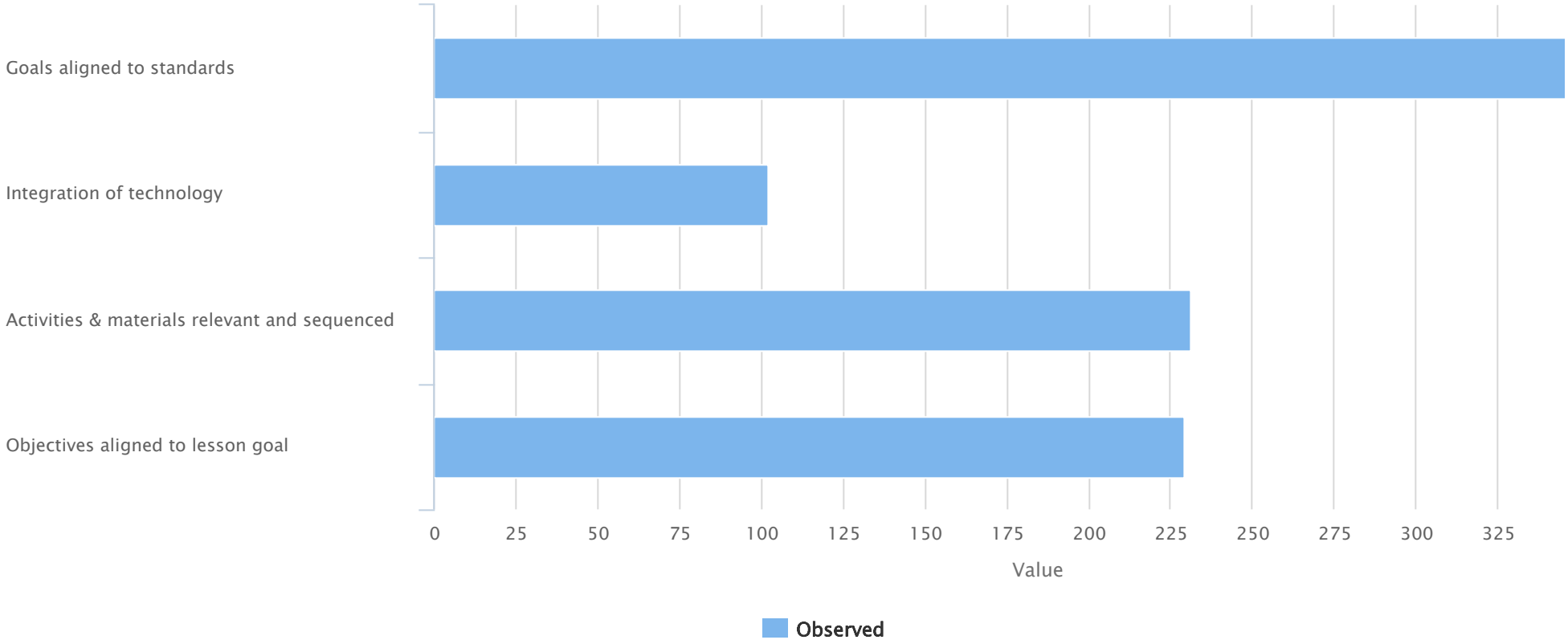
Walkthrough - T-TESS Walkthrough

07/01/12 07/01/13 07/01/14 07/01/16 07/01/17 07/01/18 07/01/19 07/01/20 07/01/21 07/01/2207/01/23

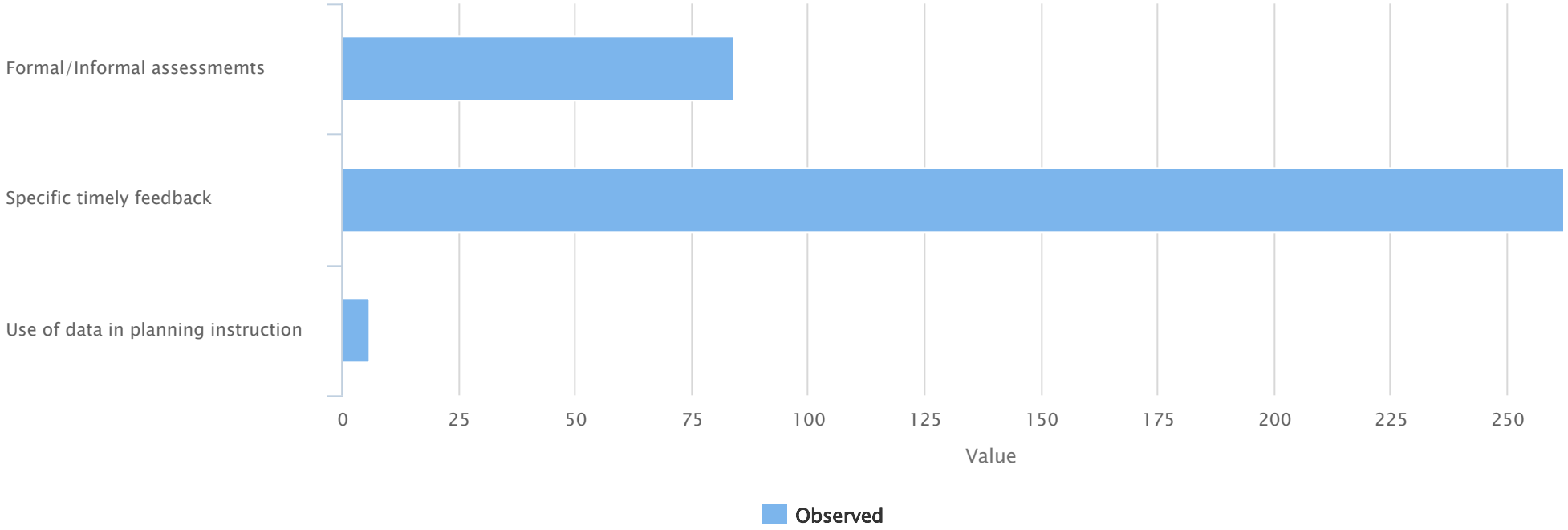
447 Results from 07/01/2021 to 07/01/2022

Domain 1: Planning

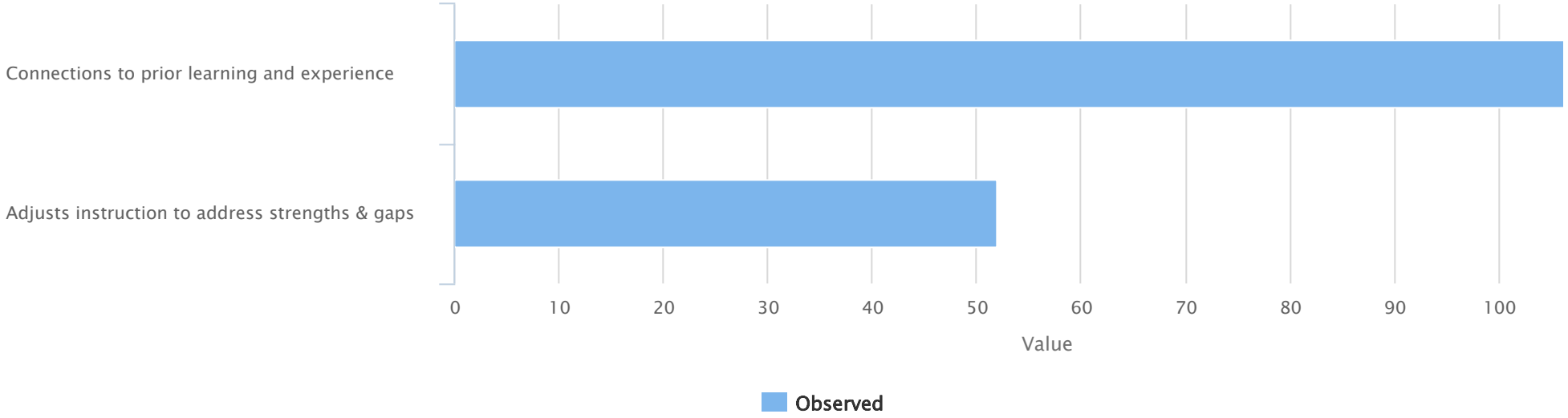
Dimension 1.1 Standards and Alignment



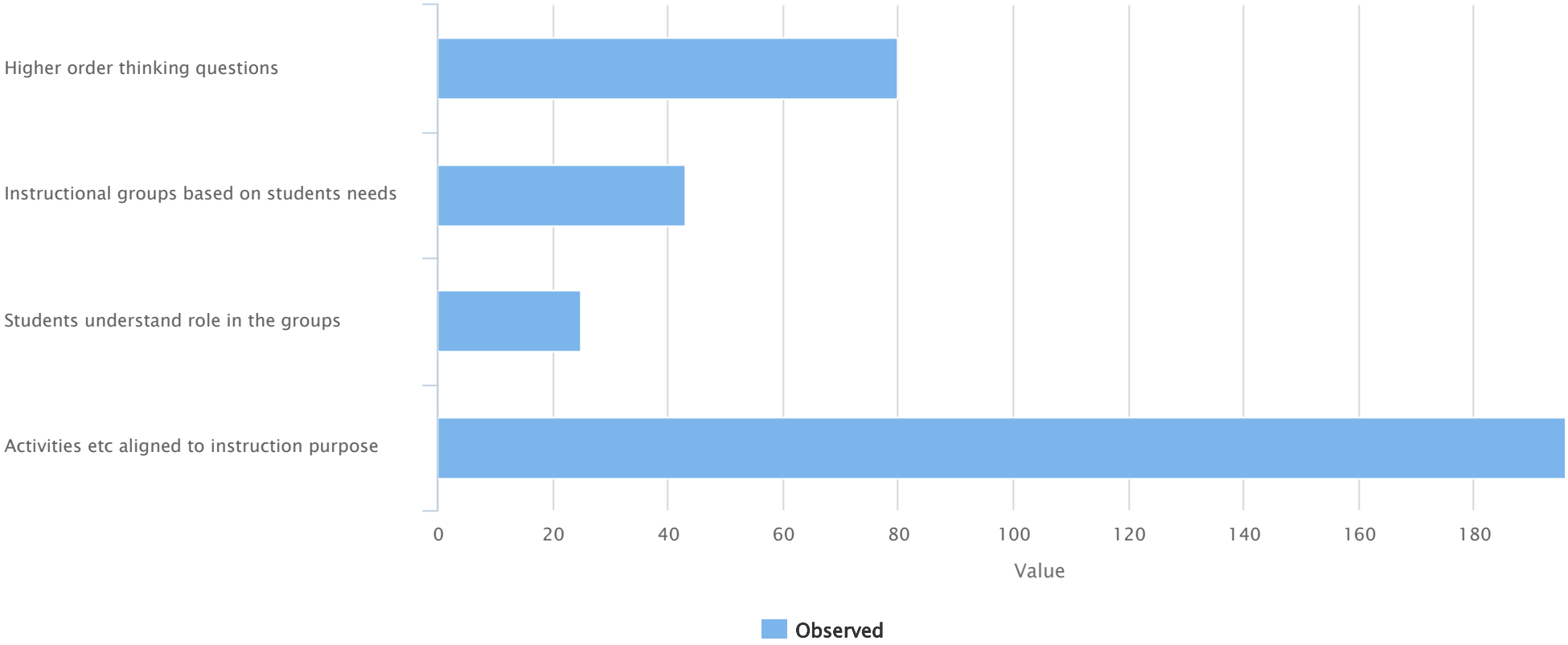
Dimension 1.2 Data and Assessment



Dimension 1.3 Knowledge of Students

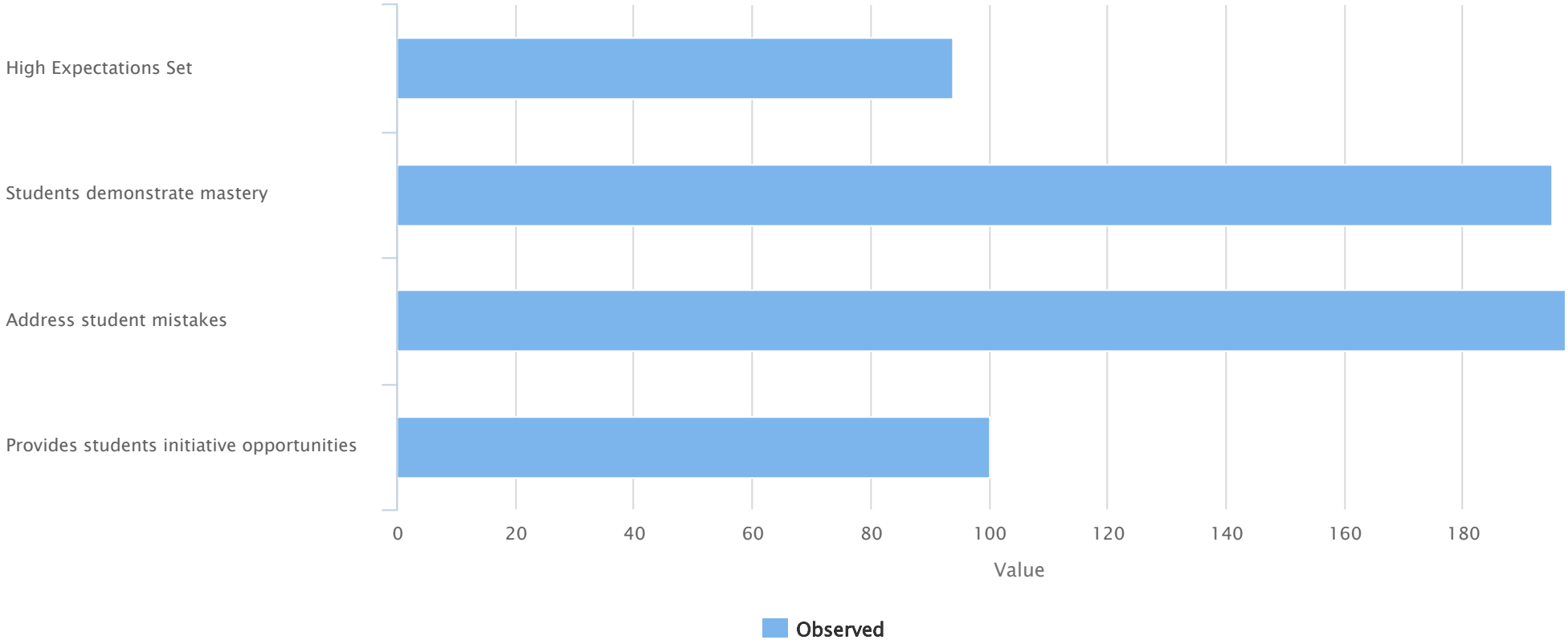


Dimension 1.4 Activities

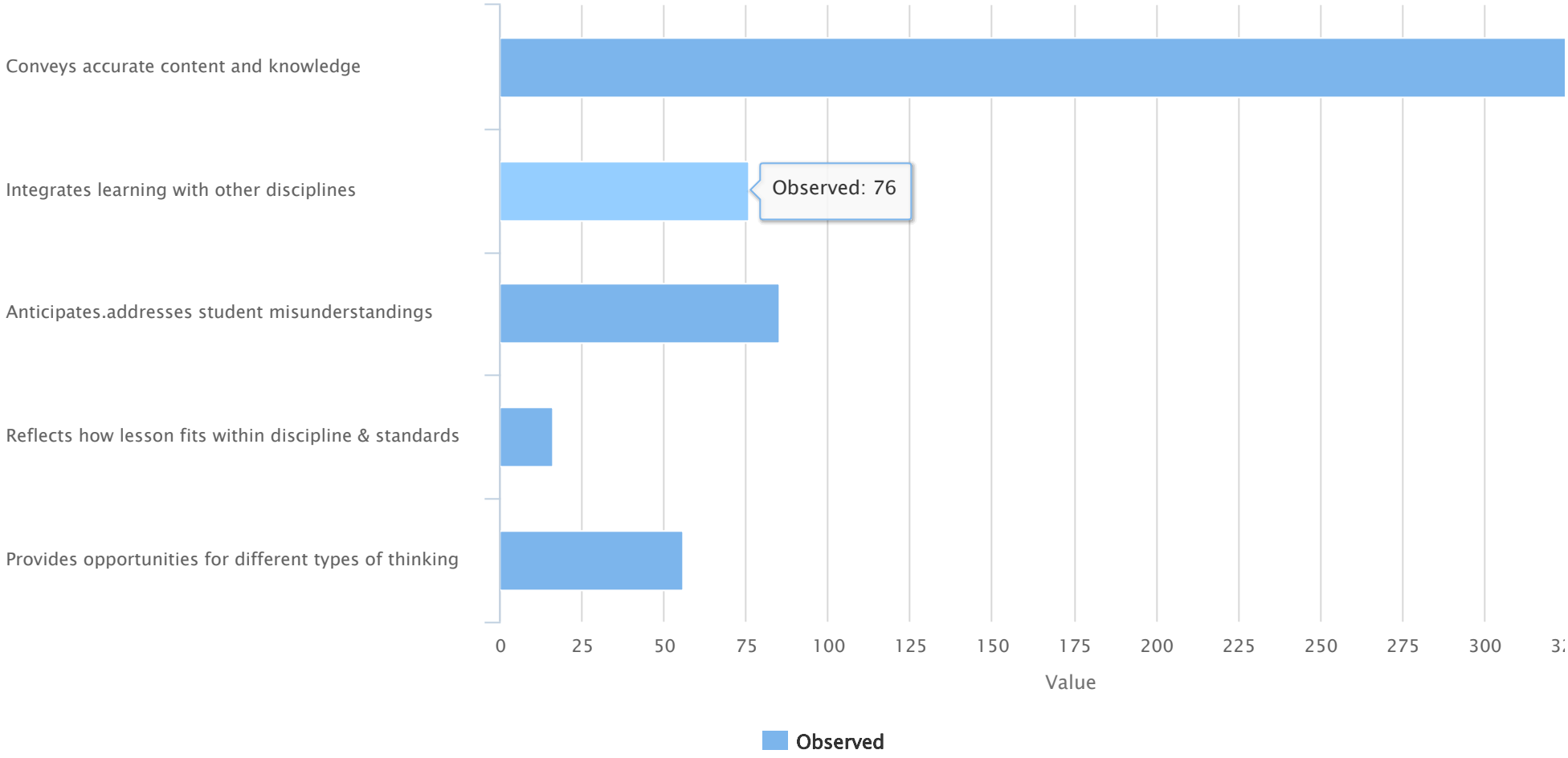


Domain 2: Instruction

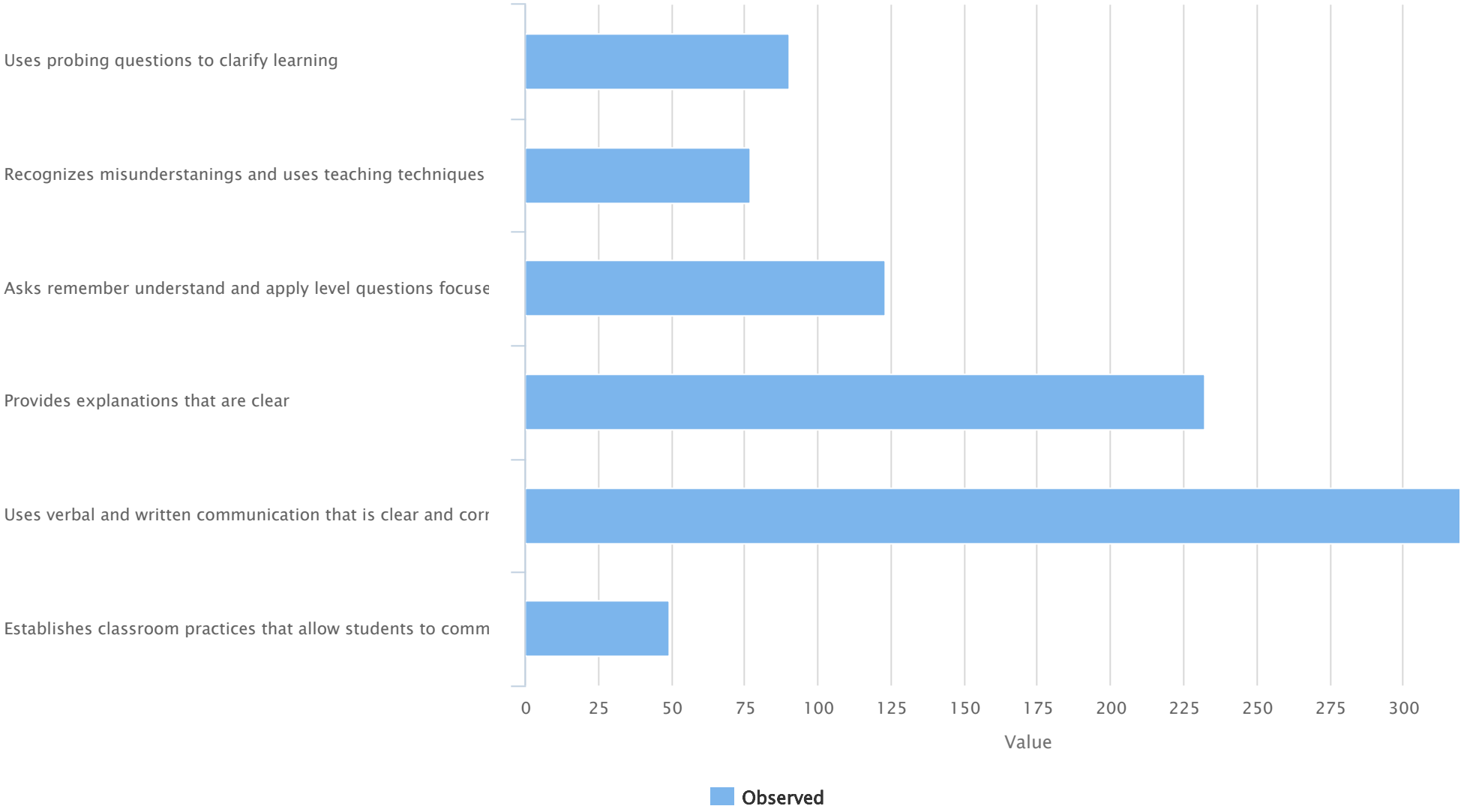
Dimension 2.1 Achieving Expectations



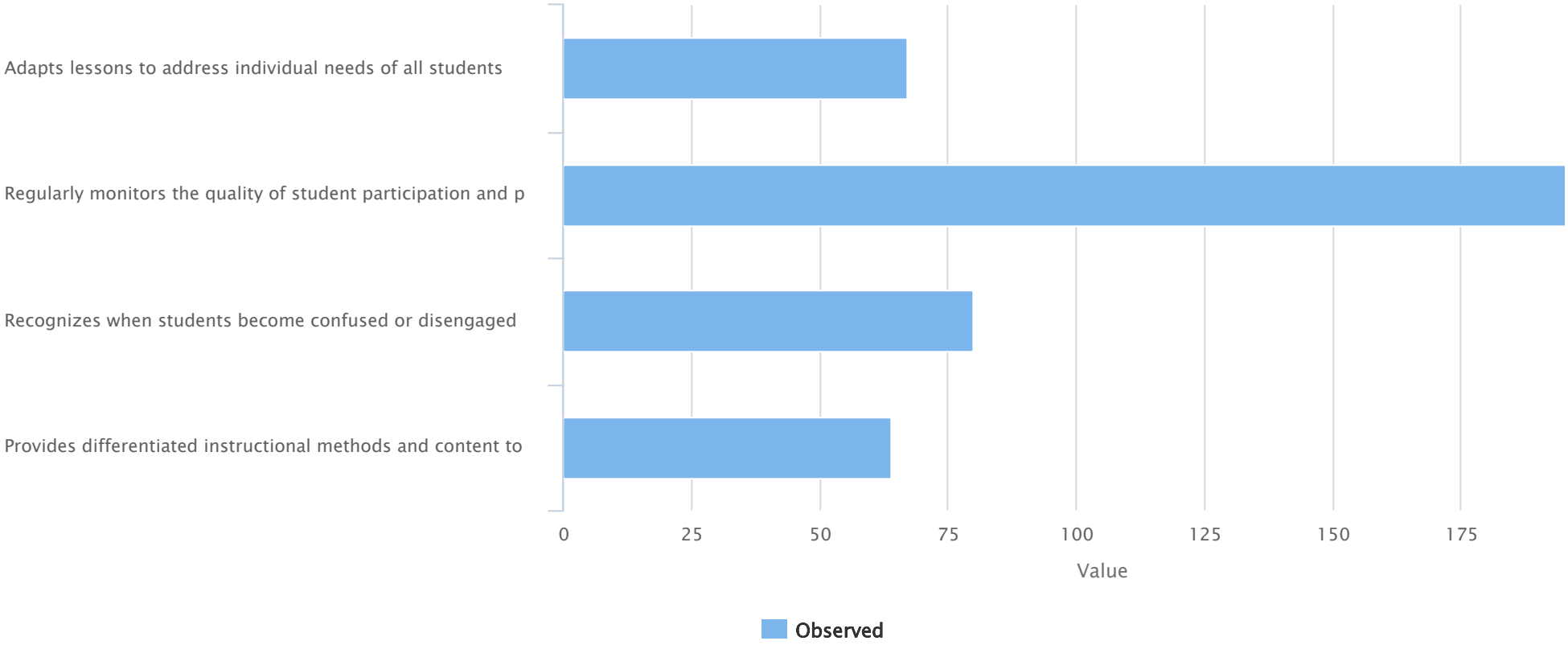
Dimension 2.2 Content Knowledge and Expertise



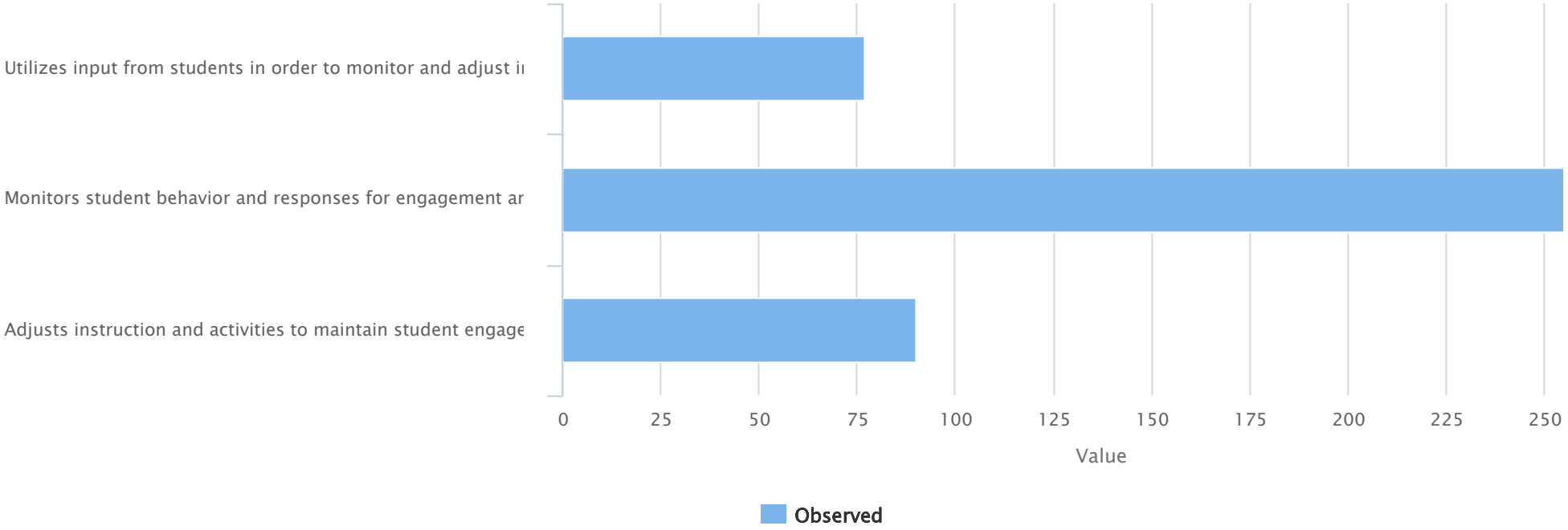
Dimension 2.3: Communication



Dimension 2.4: Differentiation

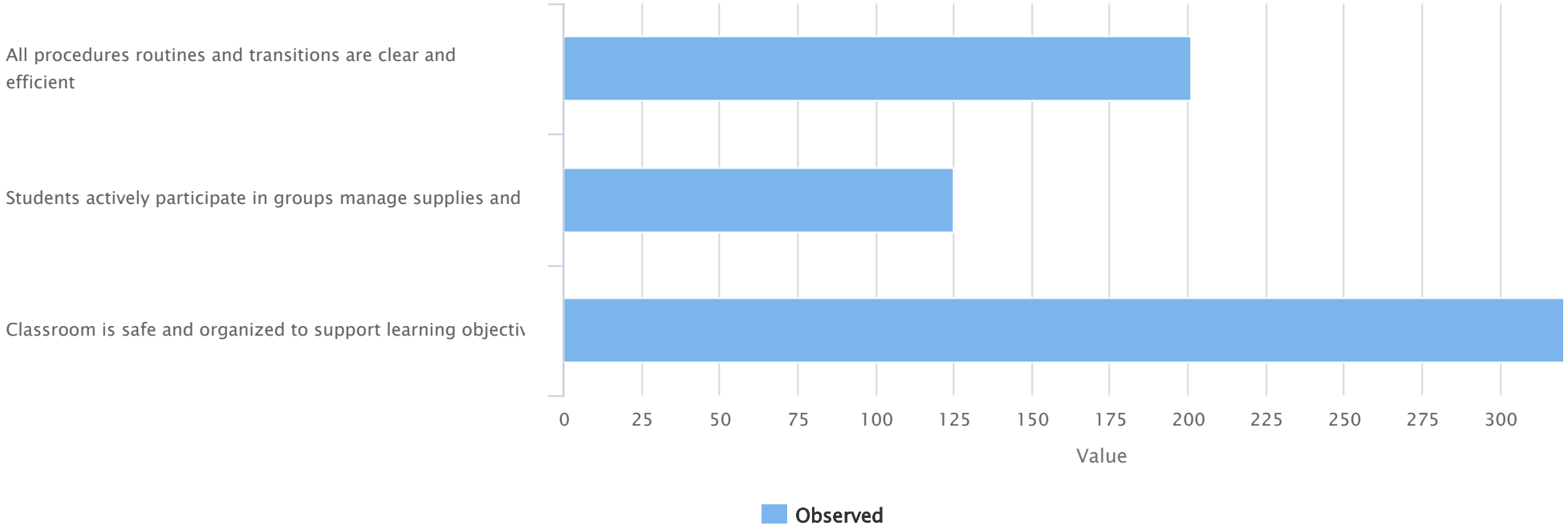


Dimension 2.5: Monitor and Adjust

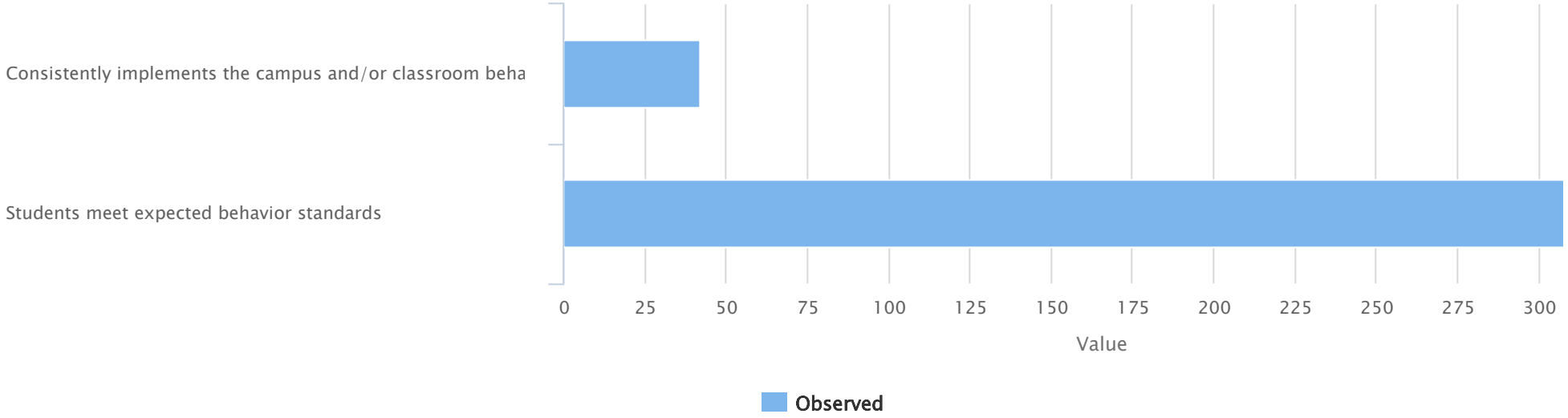


Domain 3: Learning Environment

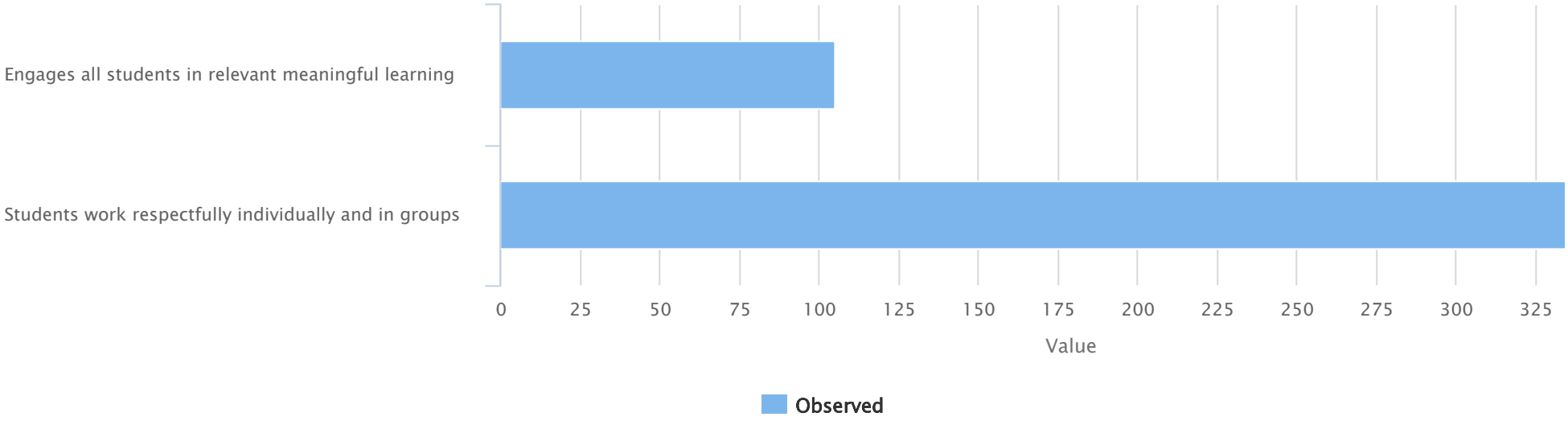
Dimension 3.1: Classroom Environment, Routines, and Procedures



Dimension 3.2: Managing Student Behavior



Dimension 3.3: Classroom Culture



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Advanced

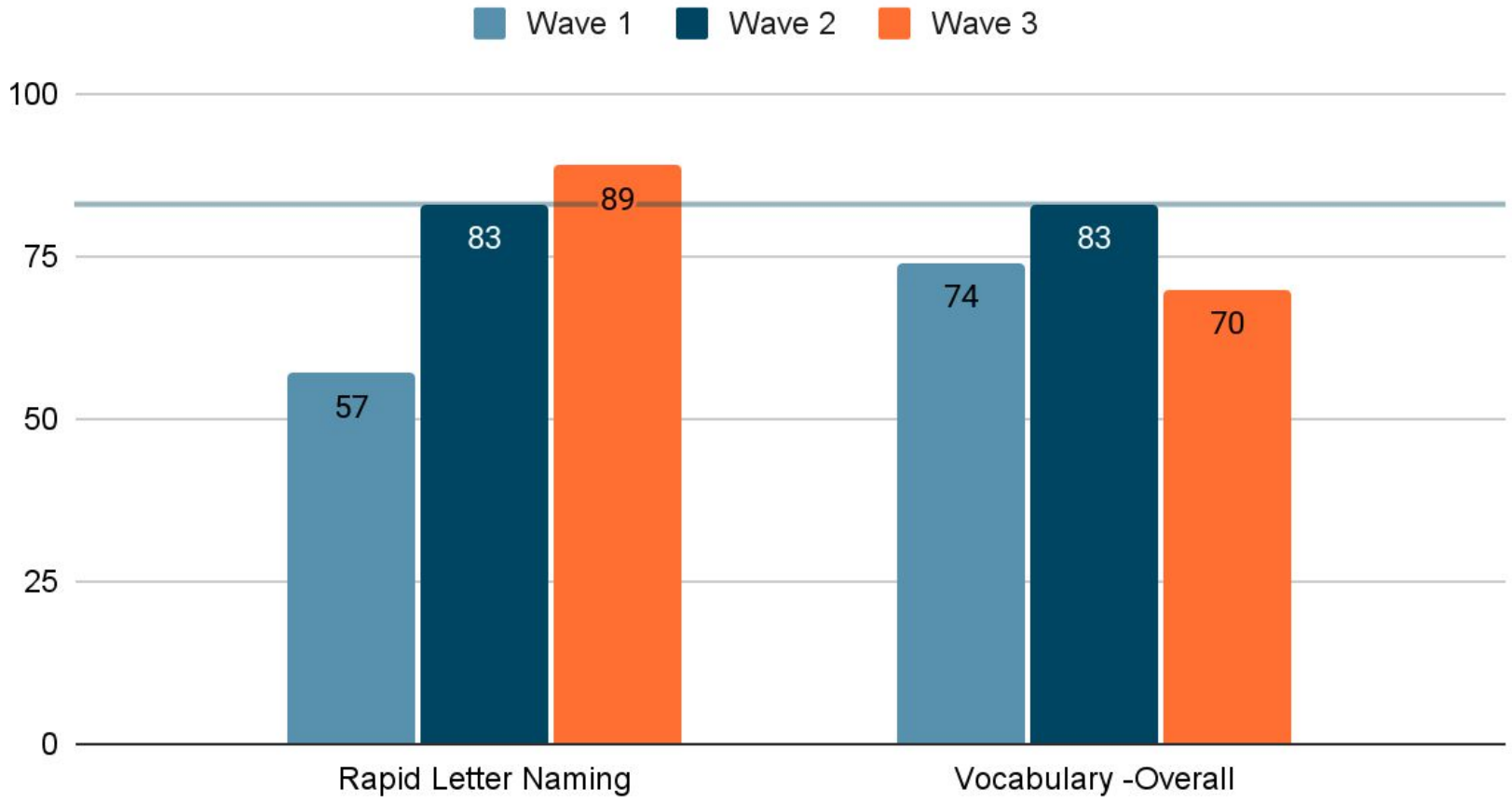
CLI
-PK -
-KG -
-1st & 2nd

Circle
TXKEA
TPRI

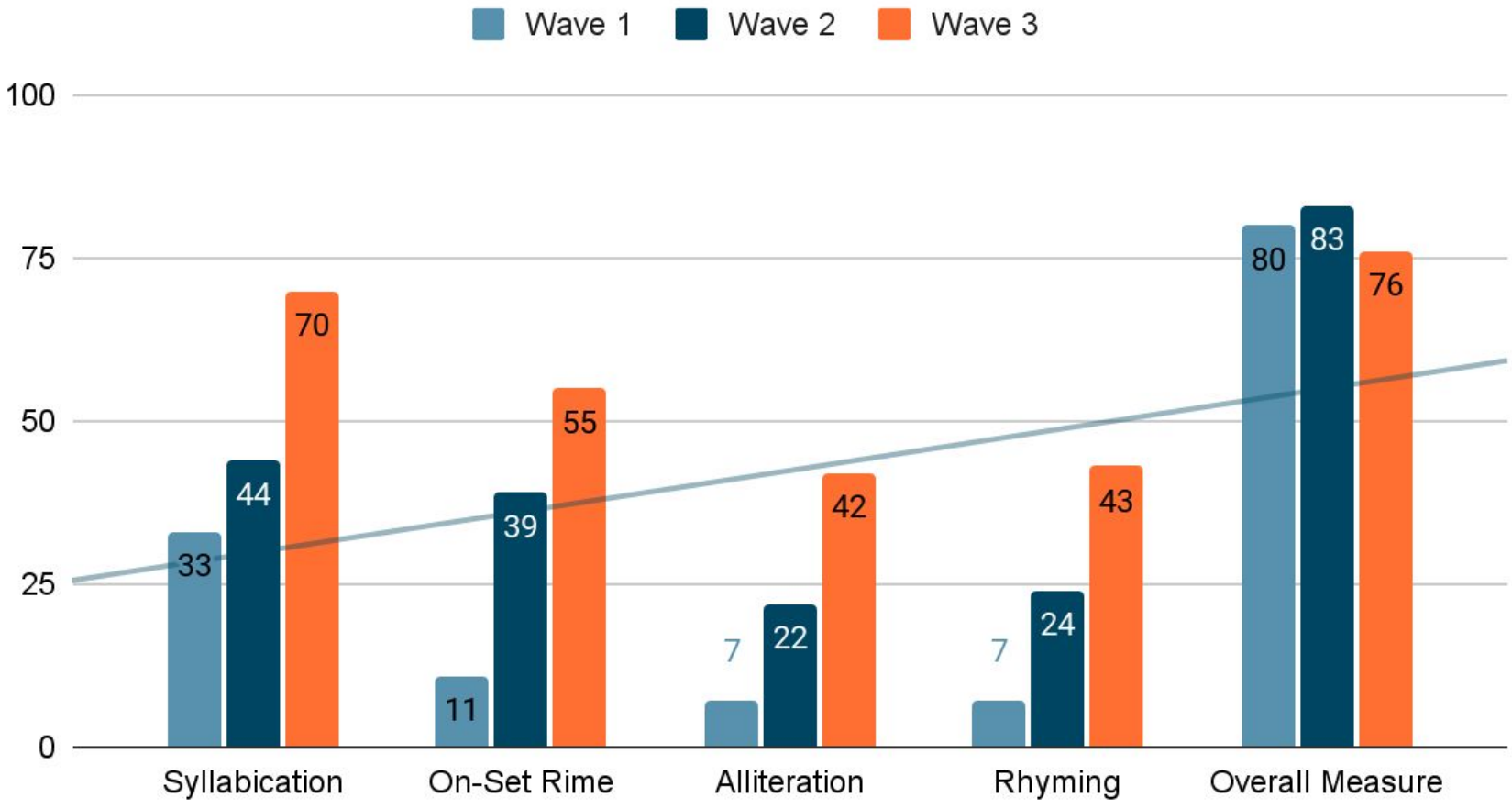
Pre Kinder

57 Students

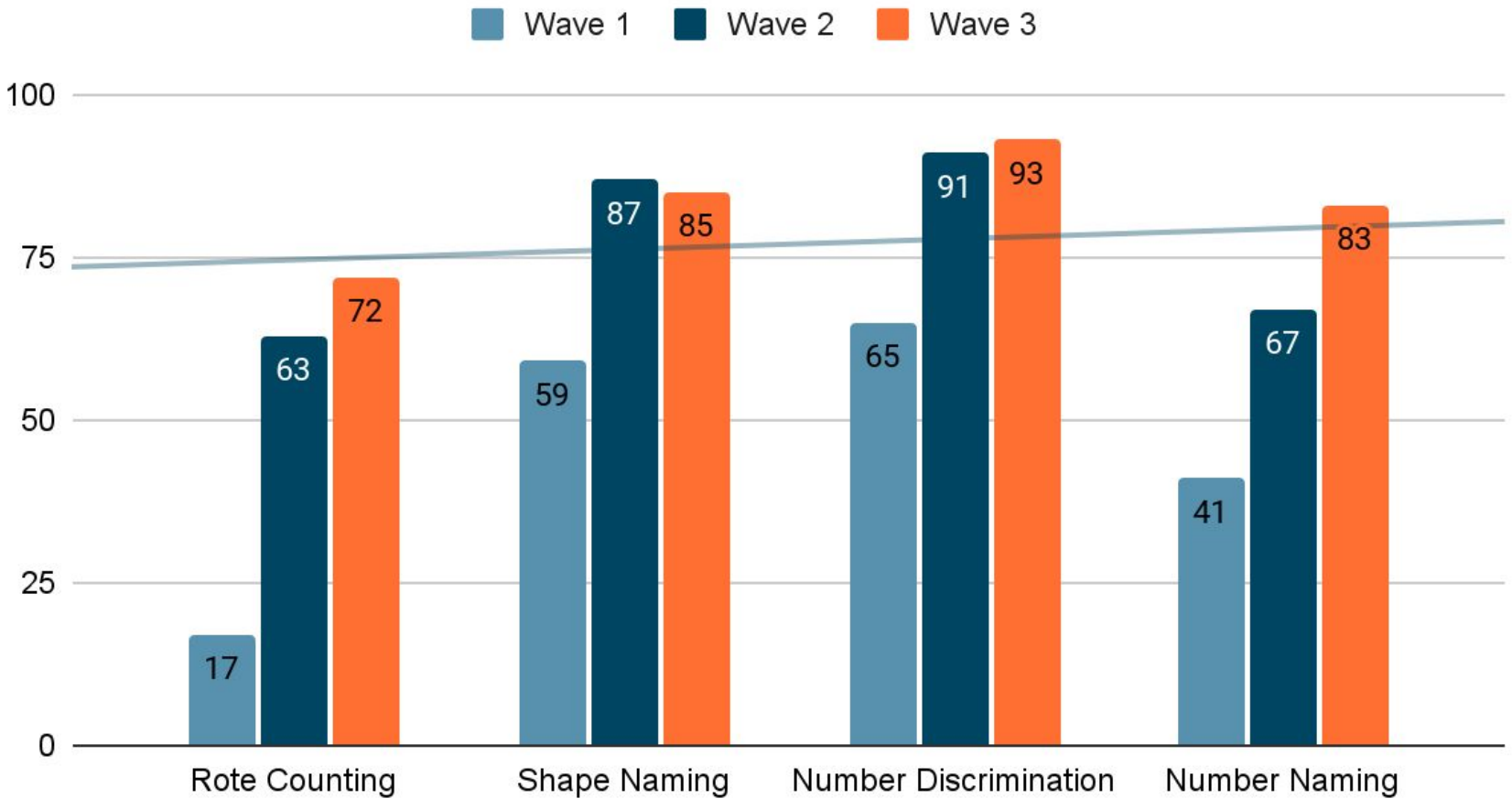
PreKinder Reading



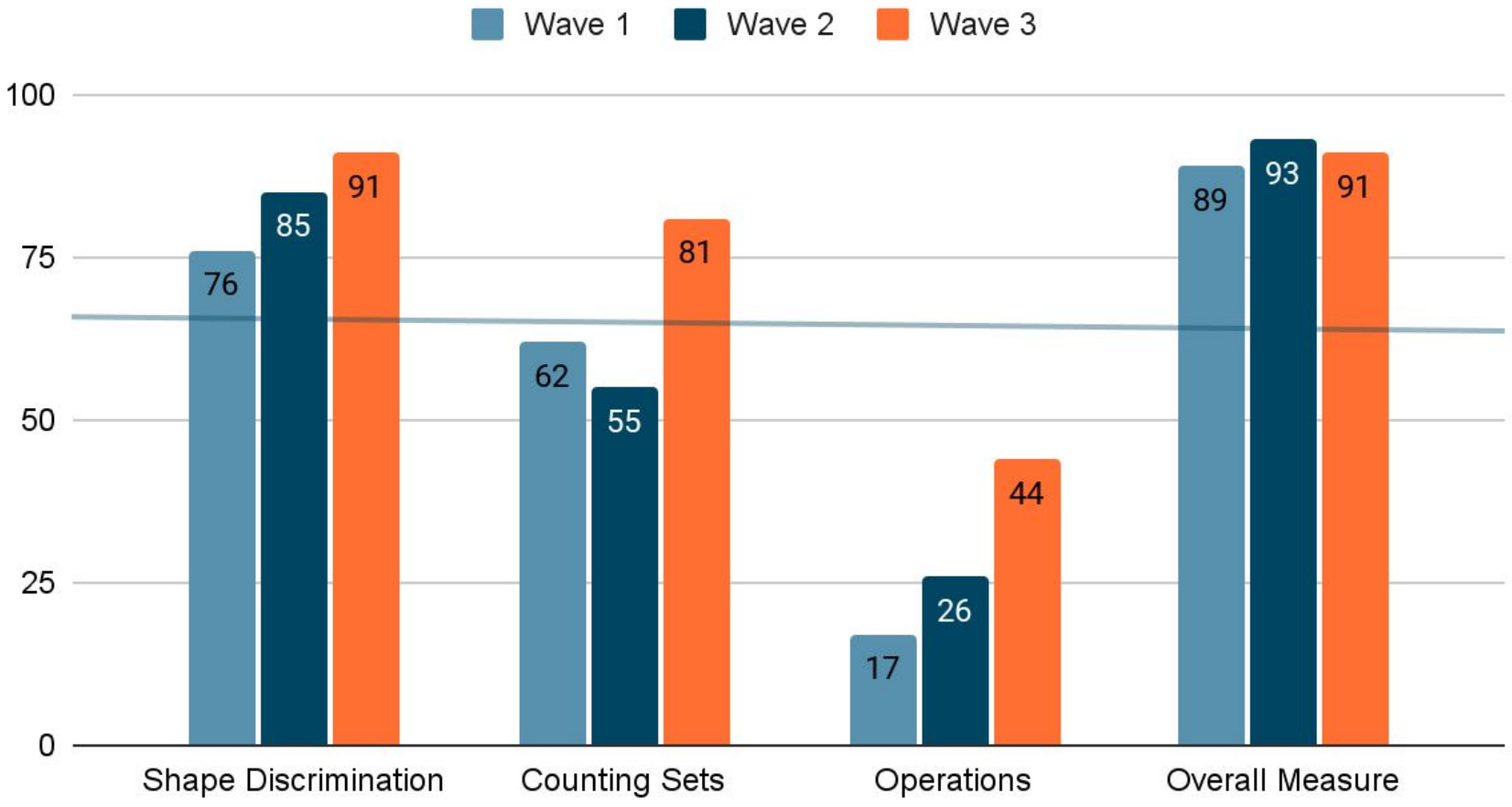
PreKinder Phonological Awareness



PreKinder Math



PreKinder Math

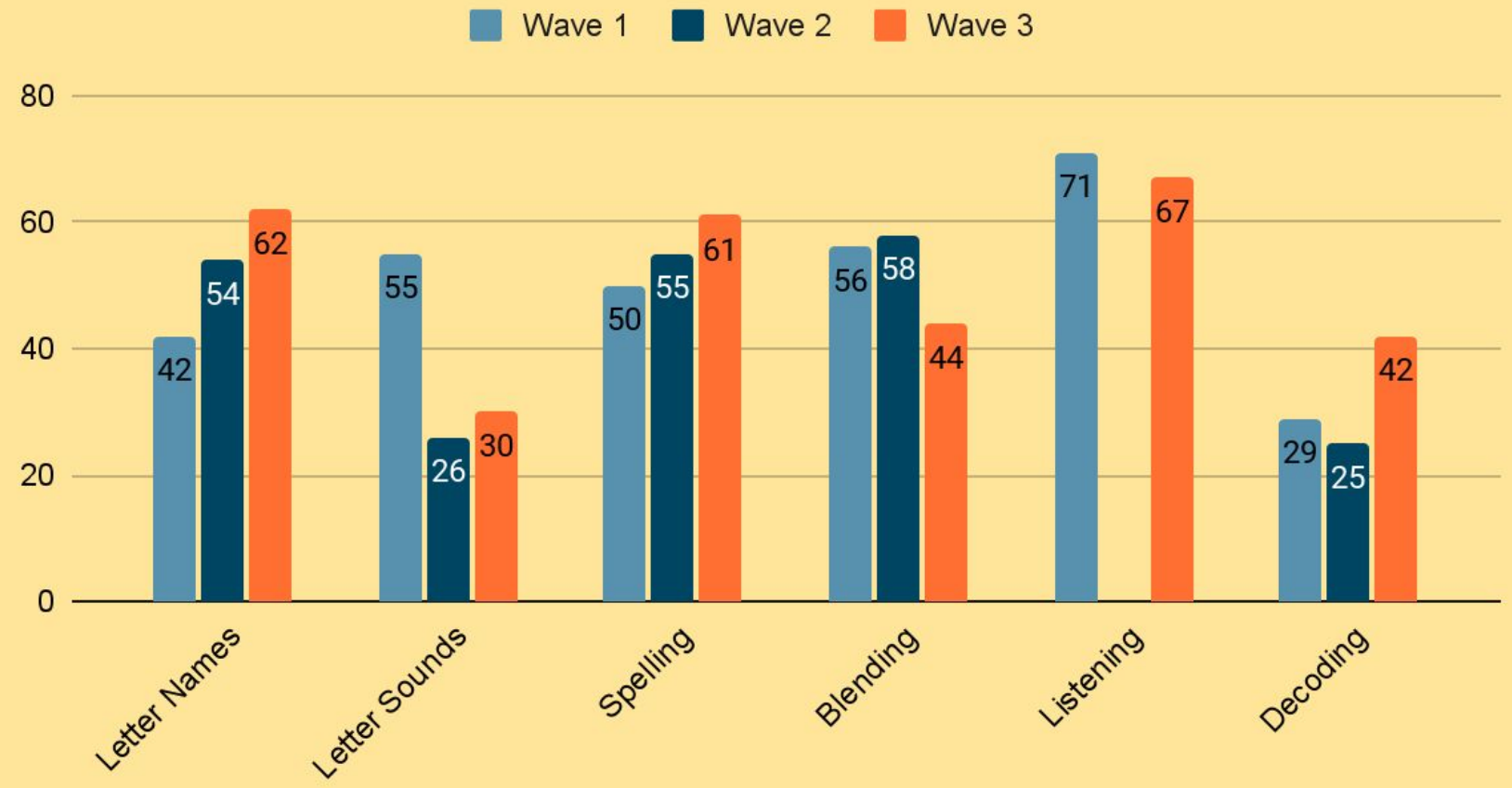


PK Celebrations & Areas of Improvement

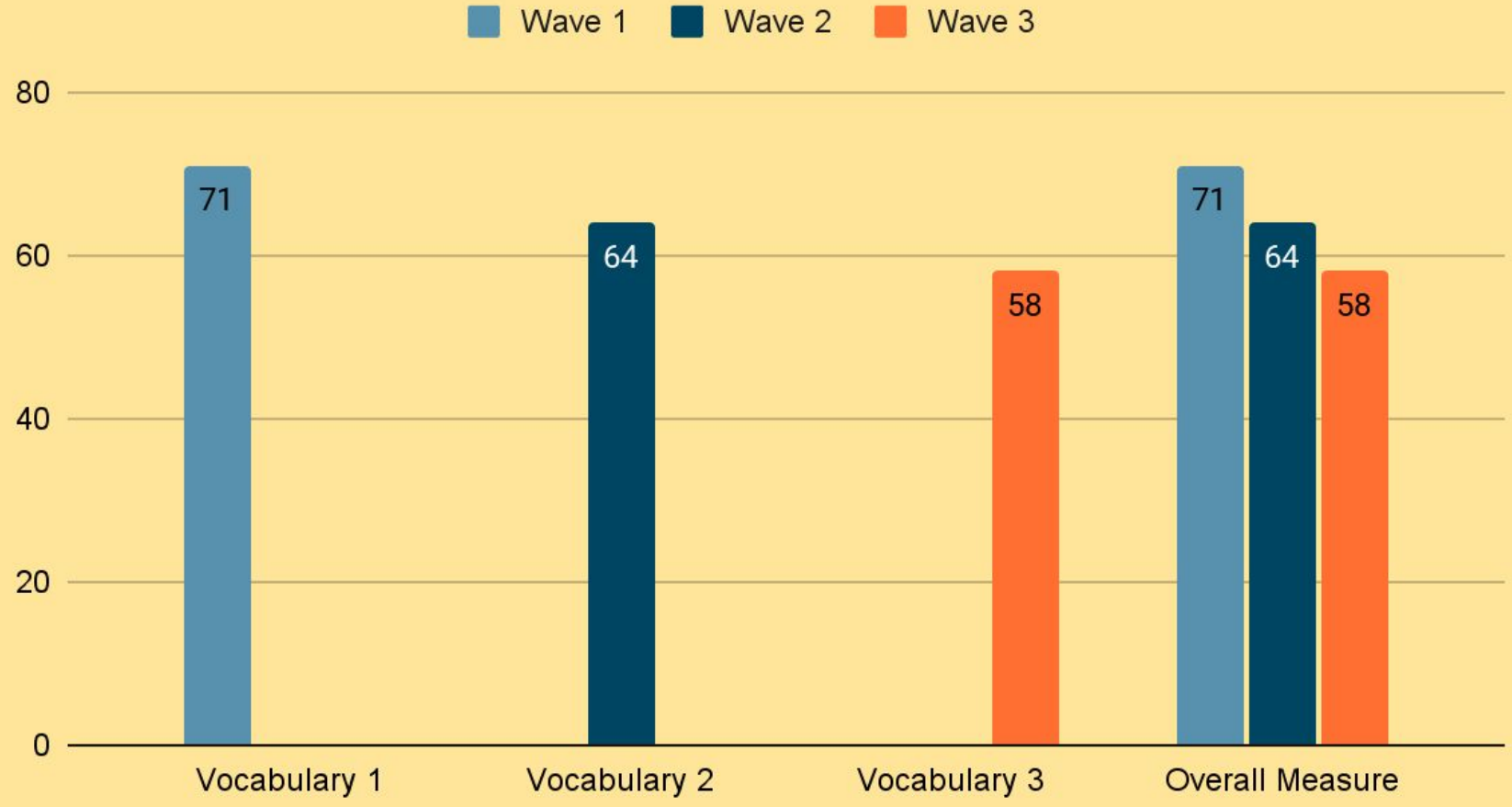
Kindergarten

Dyslexia Screener
Completed at EOY

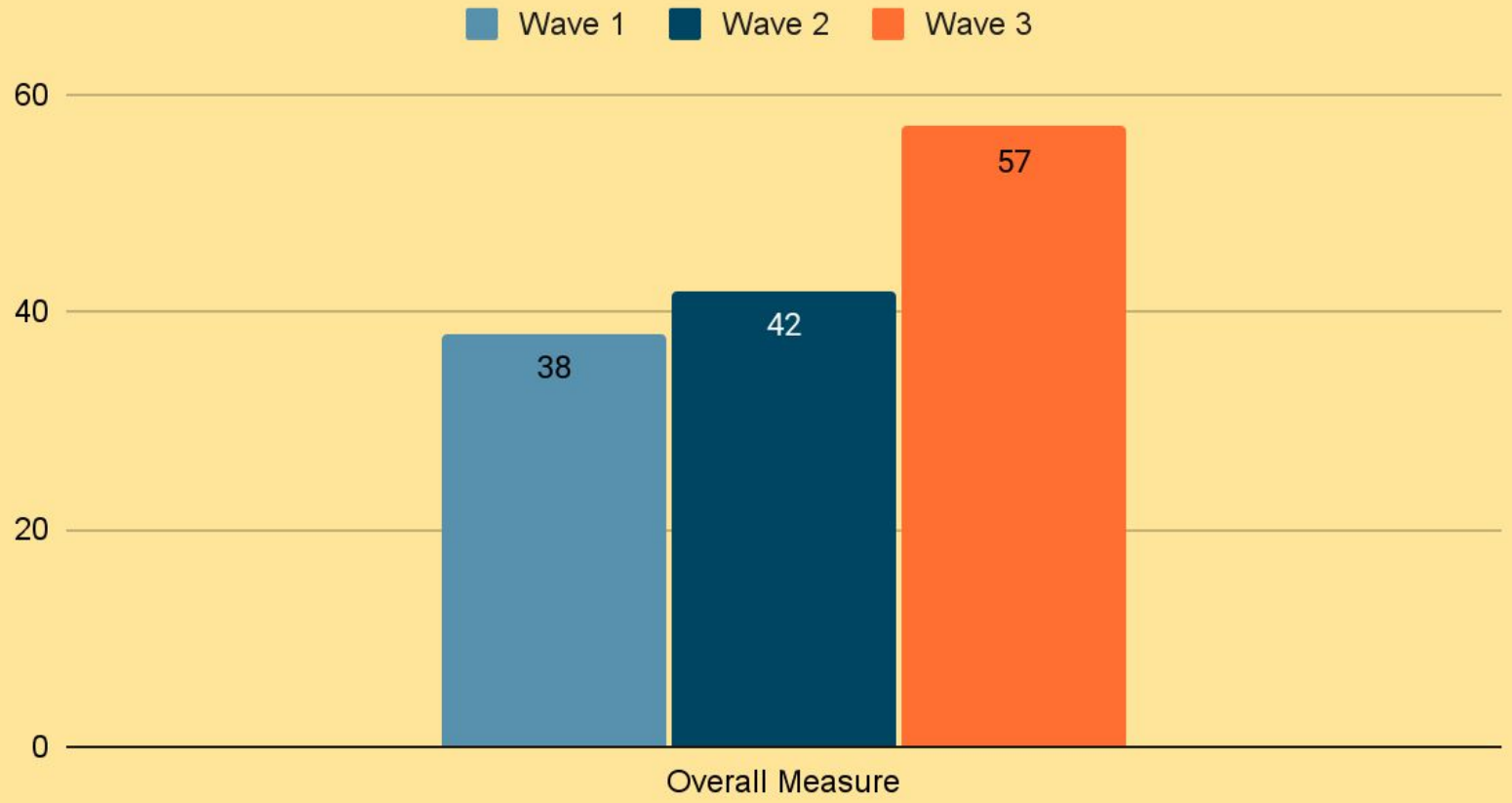
TXKEA Reading



TXKEA Reading



TXKEA Math

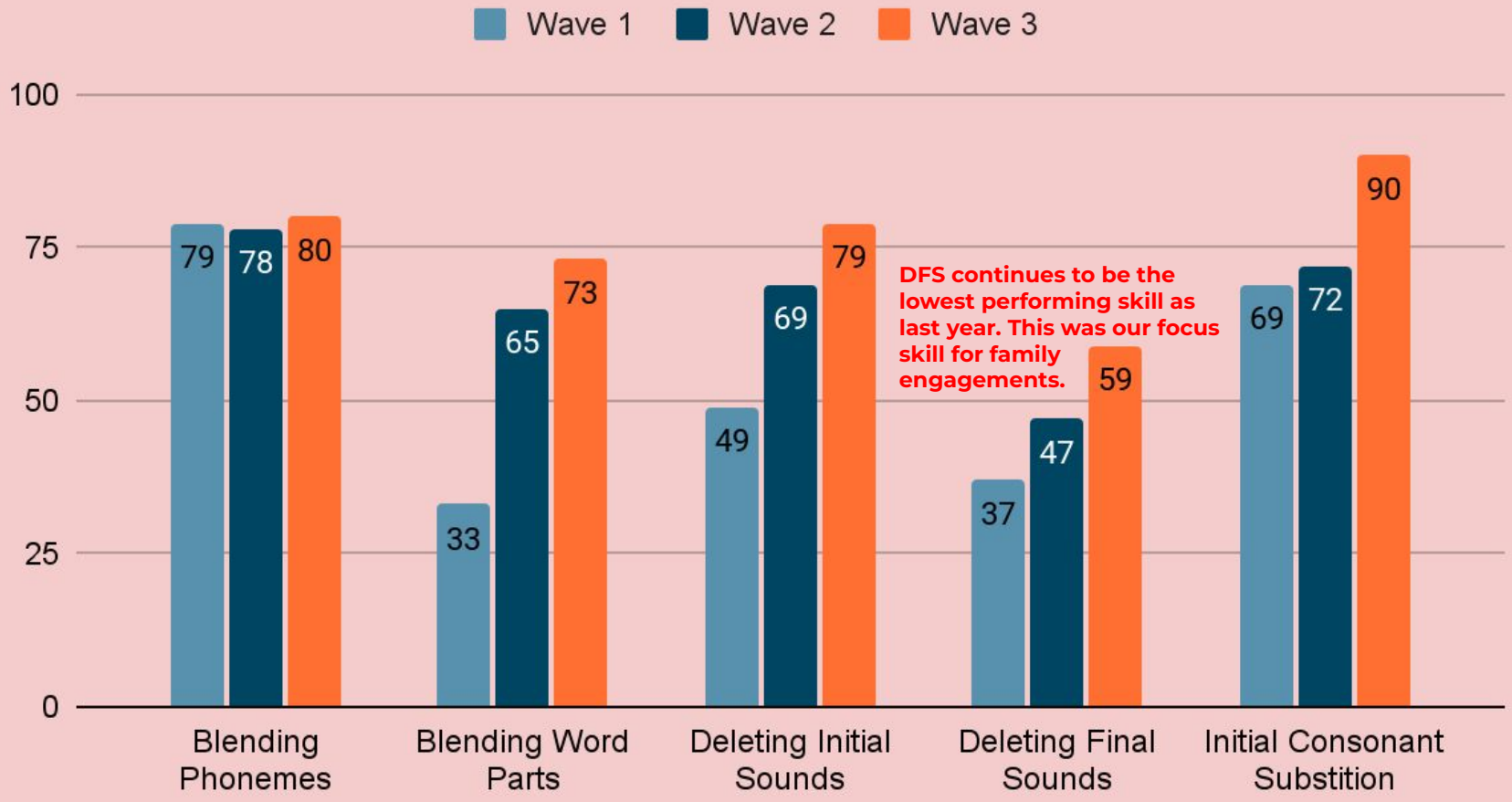


What can practices in our classrooms can assist with this?

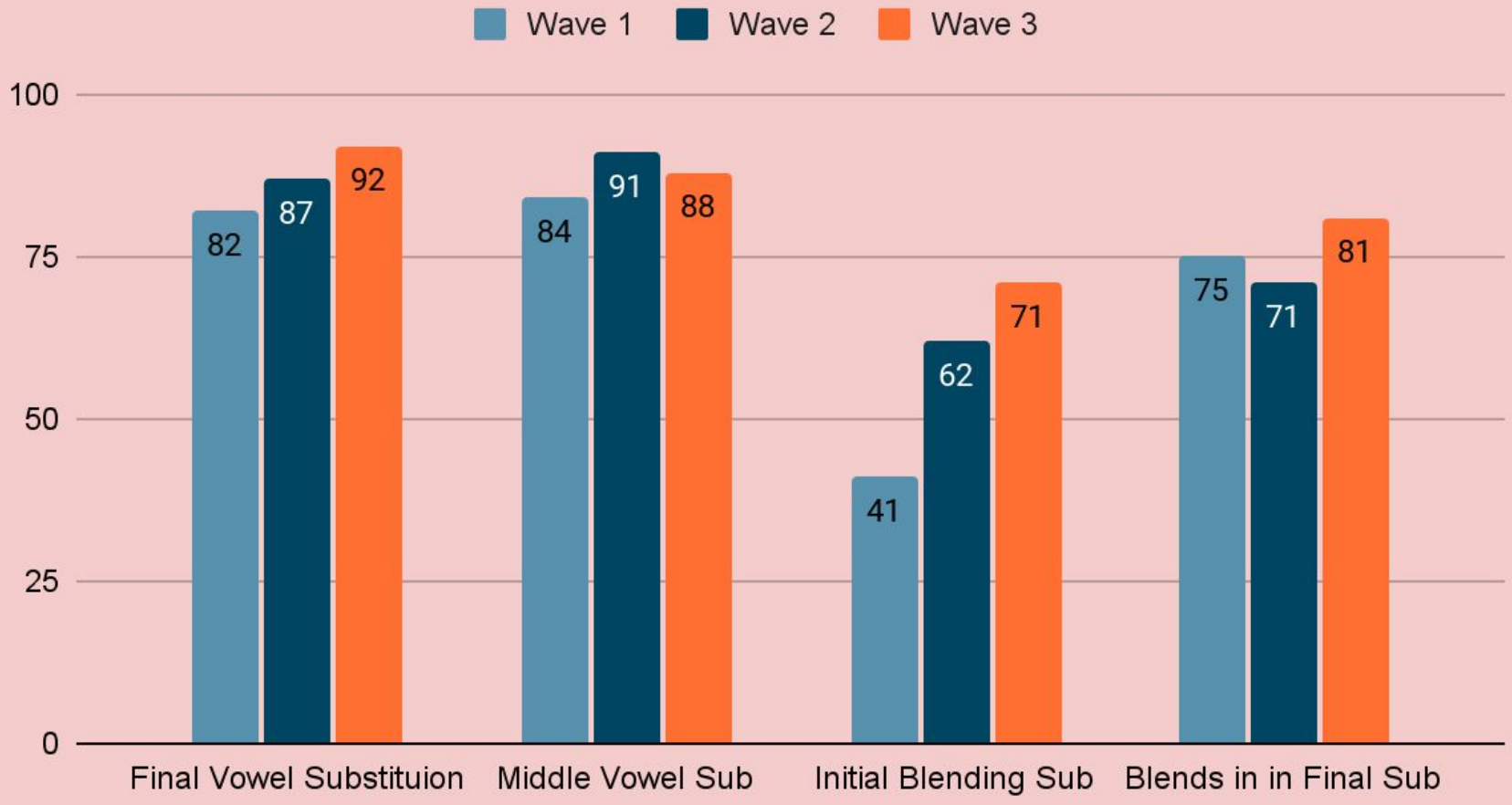
First Grade

Dyslexia Screener completed in January
Fluency Goal 60 words correct per minute

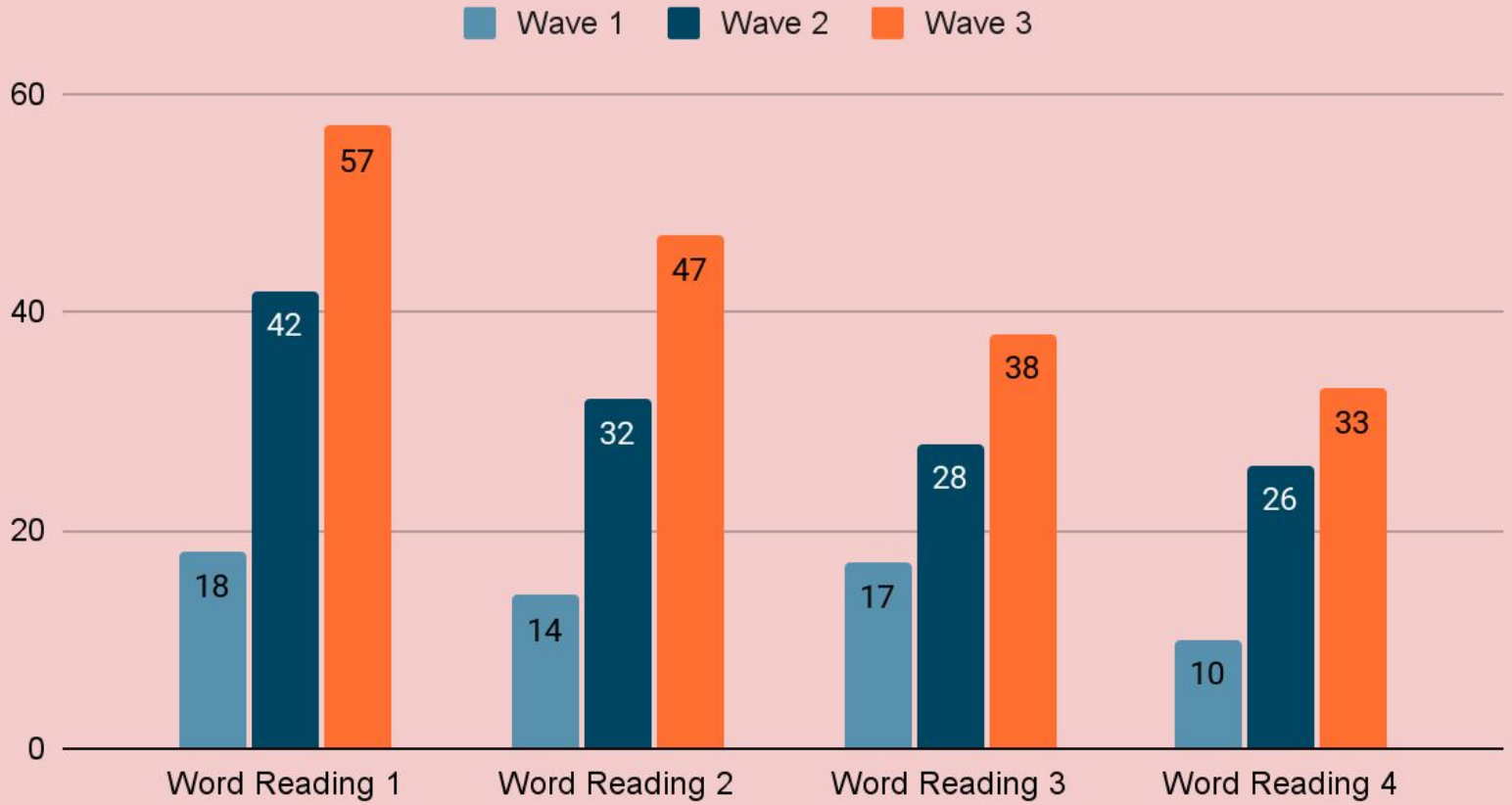
1st Grade TPRI



1st Grade TPRI



1st Grade TPRI



	Wave 1	Wave 2	Wave 3
Screener 1 Letter Sound	64%		
Screener 2 Word Reading	18%	27%	
Screener 3 Blending Phonemes	16%	31%	
Screener 4 Word Reading			29%

Wave 1	Fluency	Accuracy	Reading Comprehension
Story 1 - Baseball Game	57	16	71

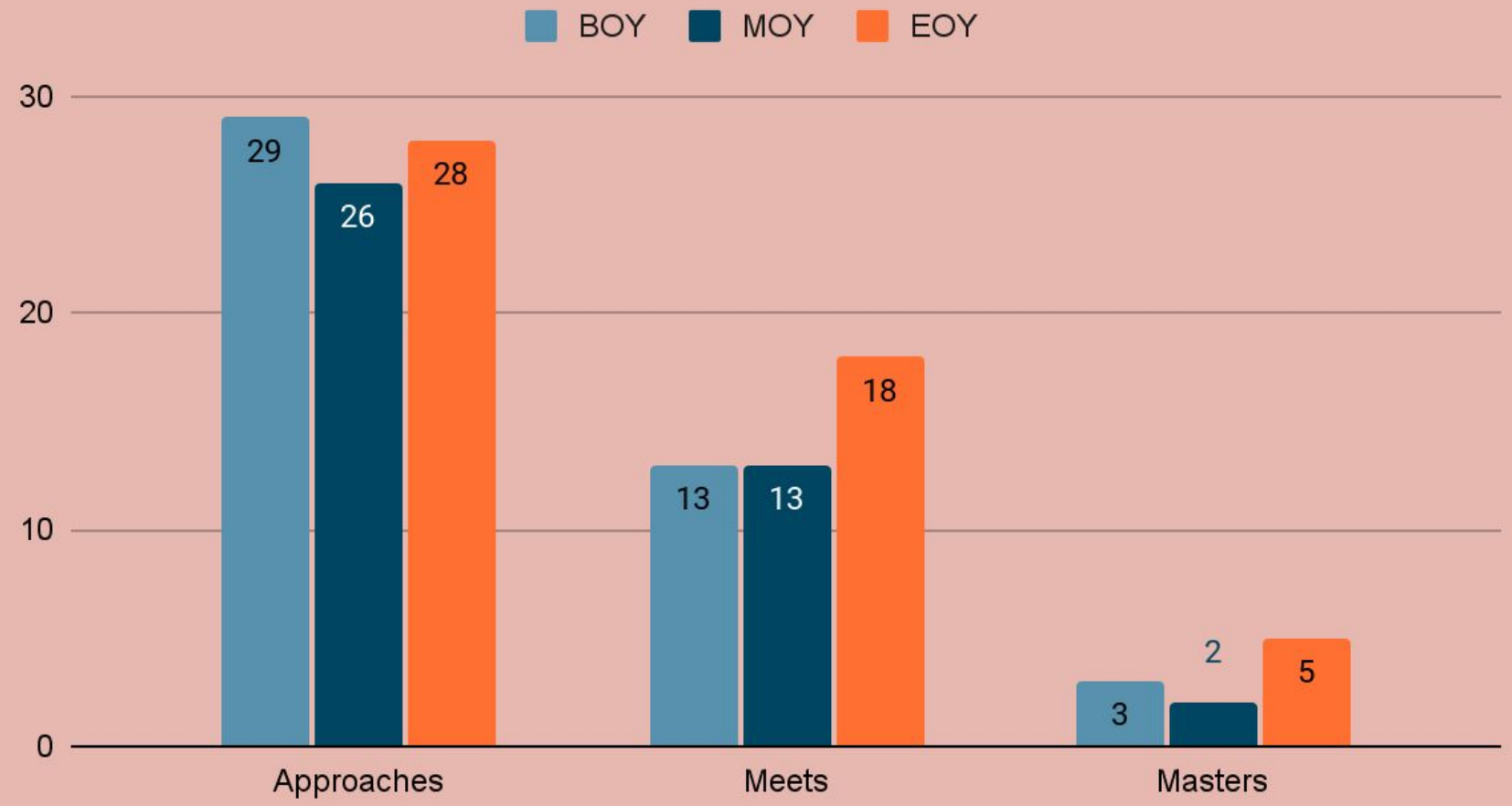
Wave 2	Fluency	Accuracy	Reading Comprehension
Rex	29	34	94
Bats	28	27	37

Students scored lower on informational text. CSE will train aides on fluency probes to help increase fluency.

Wave 3	Fluency	Accuracy	Reading Comprehension
Story 2 - Bananas	56	56	90
Story 3 The School Fair	50	47	73

FIRST STAR 360

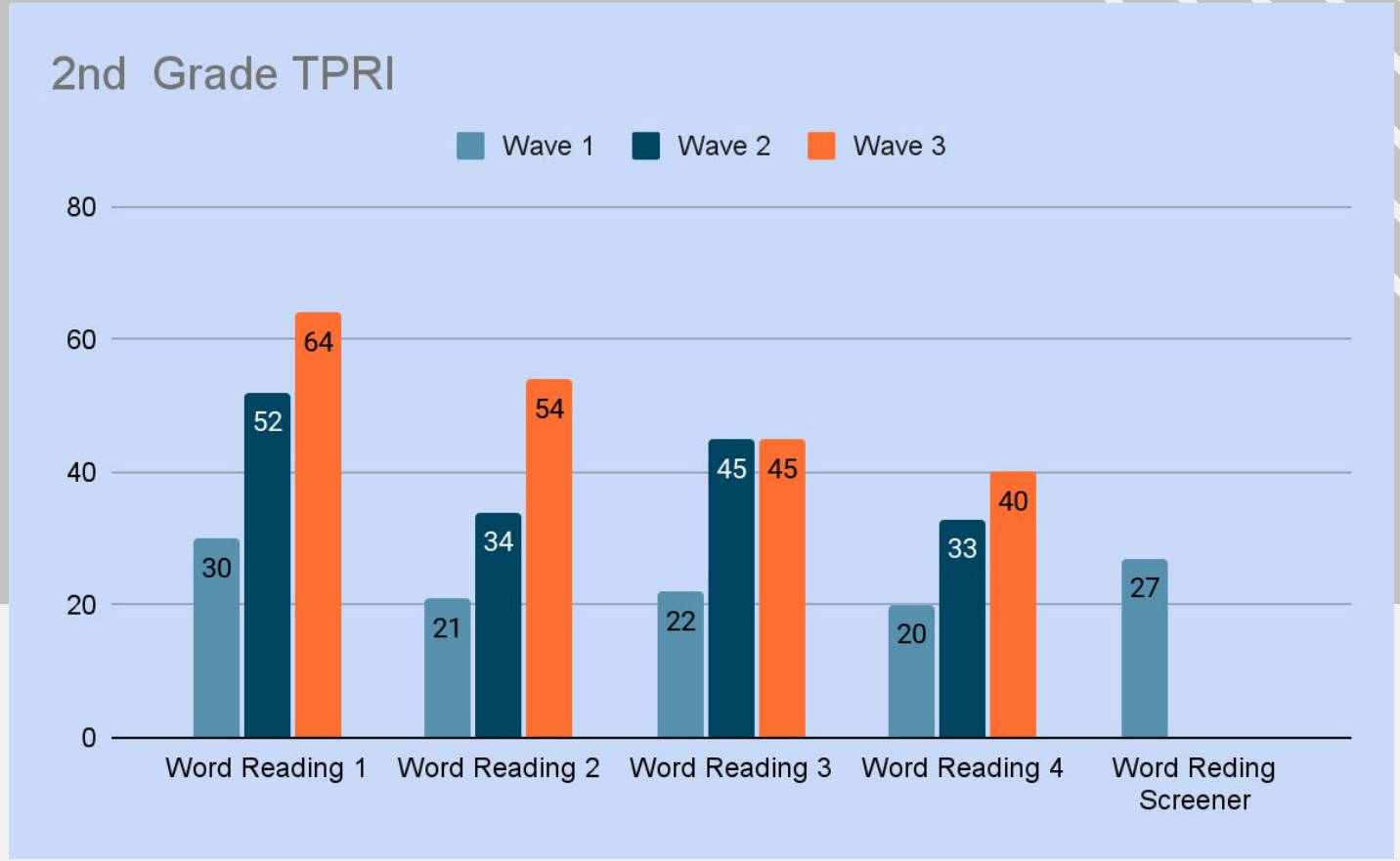
MATH



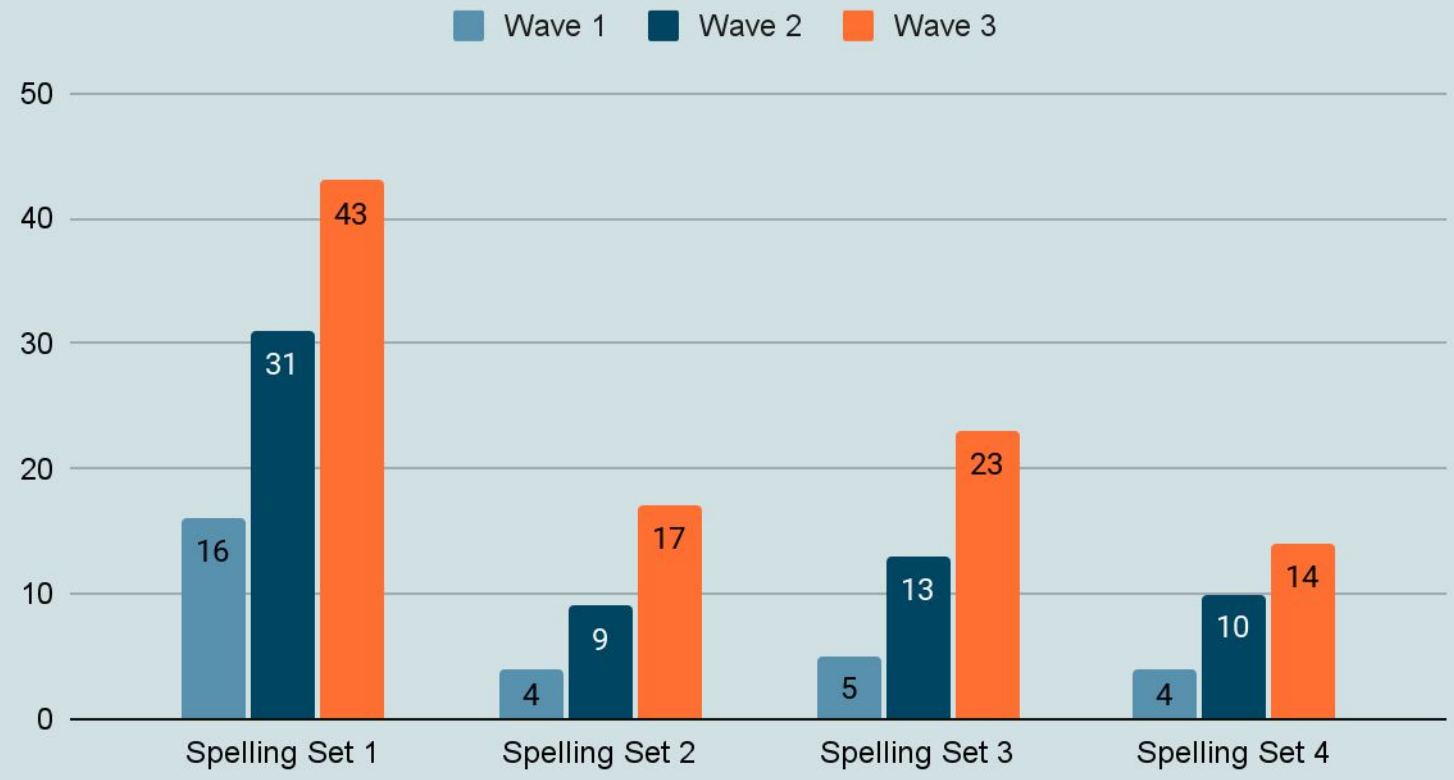
What can practices in our classrooms can assist with this?

Second Grade

2nd grade fluency goal is 90 wcpm.


2nd Grade TPRI
Wave 1
Wave 2
Wave 3
80
60
40
20
0
30
52
64
21
34
54
22
45
45
20
33
40
27
Word Reading 1
Word Reading 2
Word Reading 3
Word Reading 4
Word Reding Screener

2nd Grade TPRI

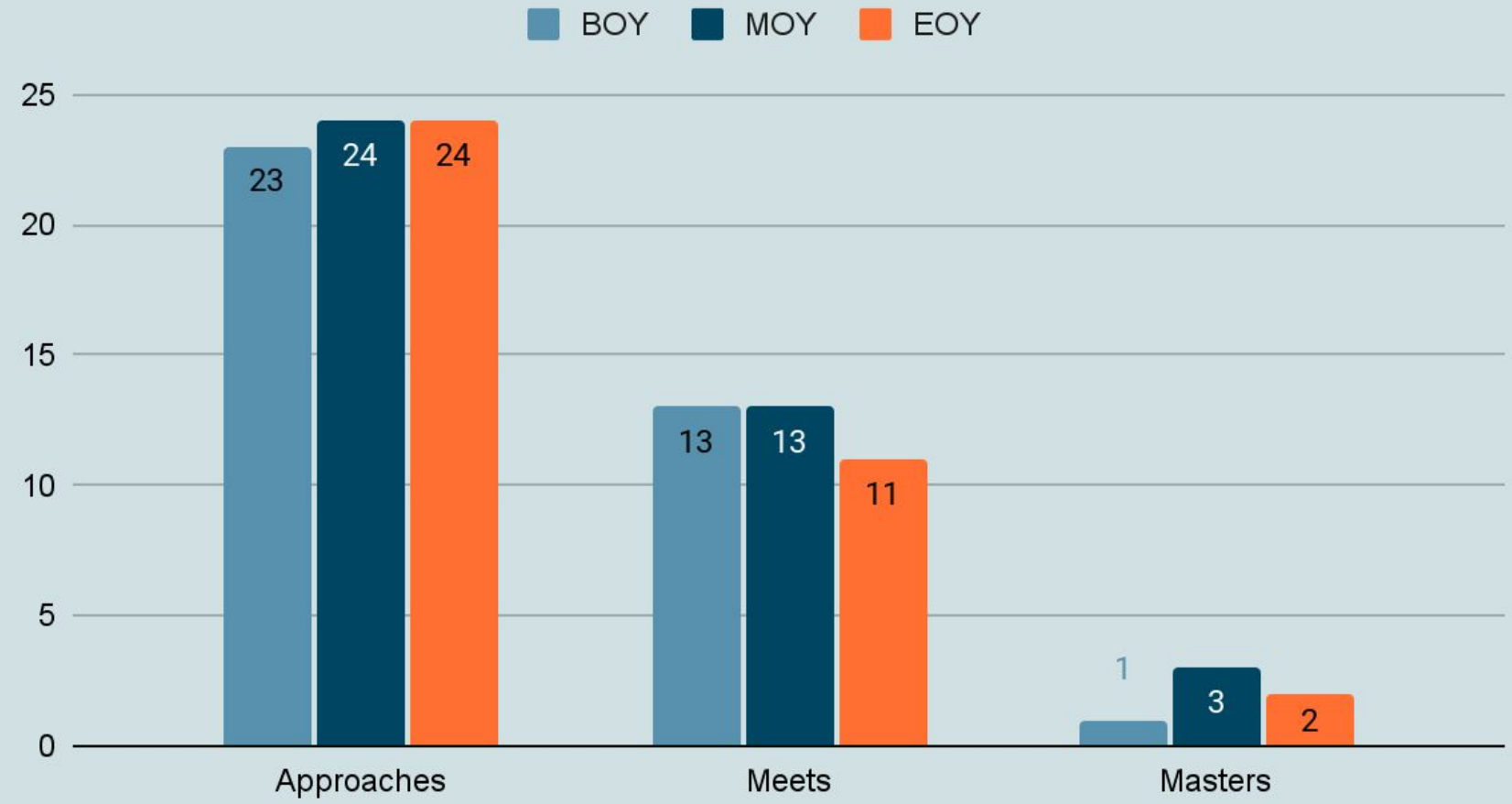


Wave 1	Fluency	Accuracy	Reading Comprehension
Rosa's New Friend	19%	43%	67%
Skateboard	22	44	35%

Wave 2	Fluency	Accuracy	Reading Comprehension
Spring Break	26	65	74%
Meat Eating Plants	20	54	38

Wave 3	Fluency	Accuracy	Reading Comprehension
Firefighter	28%	75	80%
Sharks (non fiction)	26	72	75%

SECOND GRADE MATH STAR 360



Second Grade Celebrations & Areas of Improvement?

What can practices in our classrooms can assist with this?

Third Grade

153 Students

Student Achievement Domain 1 = 70% of our overall rating

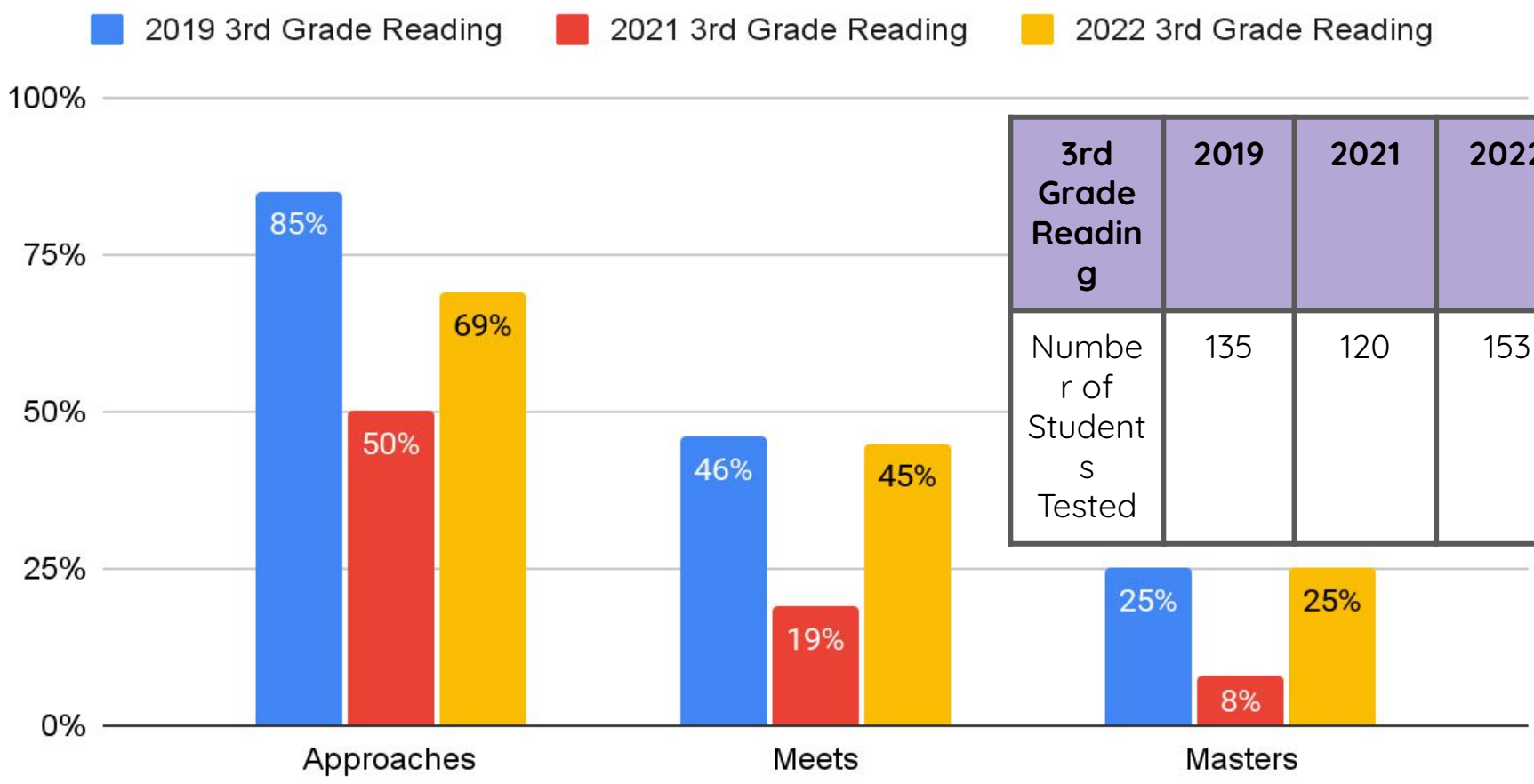
Pass or Fail @ Approaches, Meets, Masters

153 students	Approaches	Meets	Masters
CSE (D)	64%	38%	18%
CSI (C)	63%	37%	16%
CSJH (B)	64%	34%	16%
CSHS Hih B	65%	34%	7%

*This data is taken from Cambien and Includes Non-Snapshot Students. For the final accountability, non snapshot students will be removed from the formula.

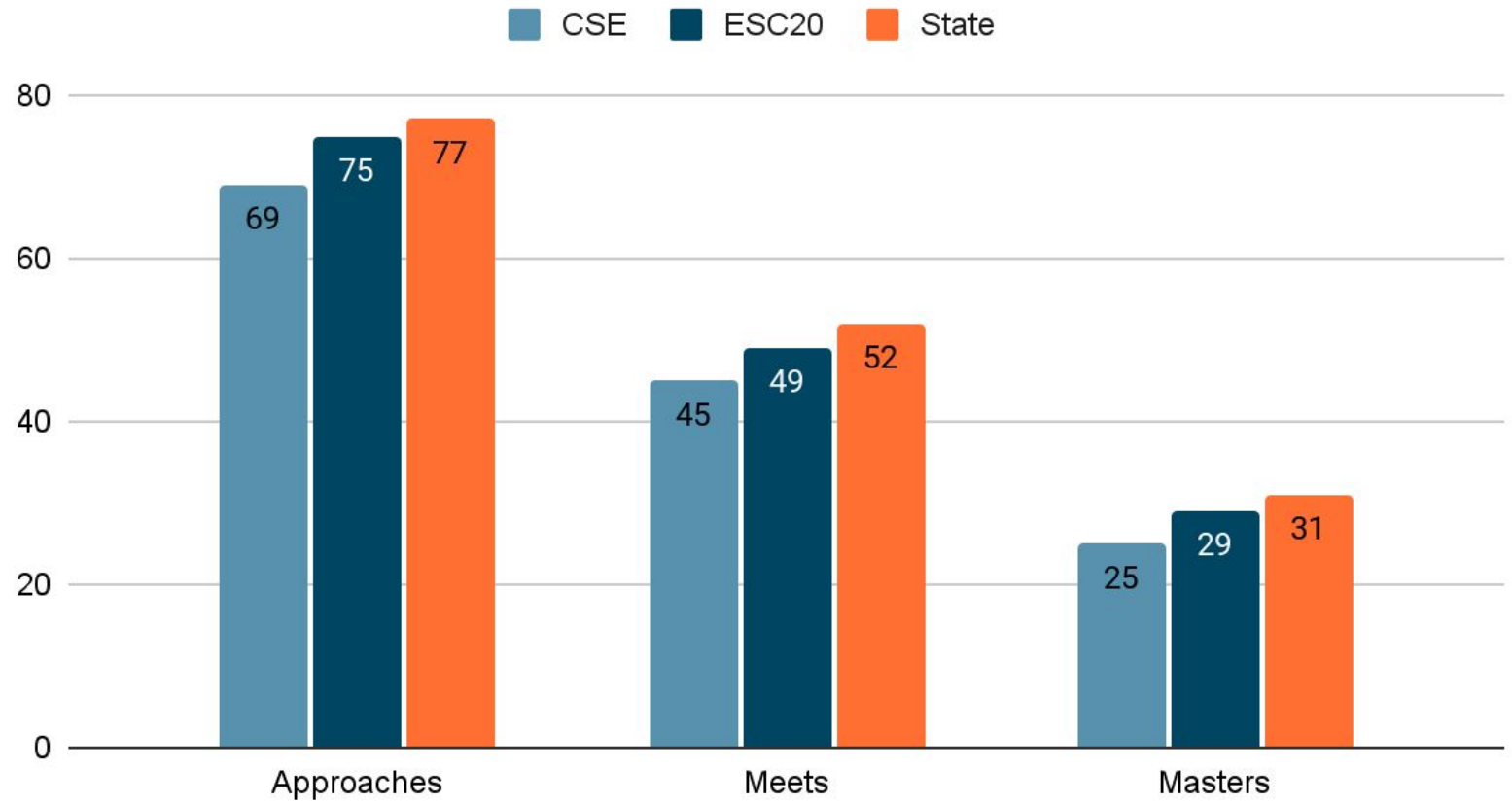
Student Domain	Domain 2	Domain 3 (30%)
Pass or Fail	Growth	SPED BIL ED HIS Continously
	Relative Performance ED compared other school	

3rd Grade Reading 2019 vs. 2021 vs. 2022



3rd Grade Reading	2019	2021	2022
Number of Students Tested	135	120	153

3rd Grade Reading STAAR



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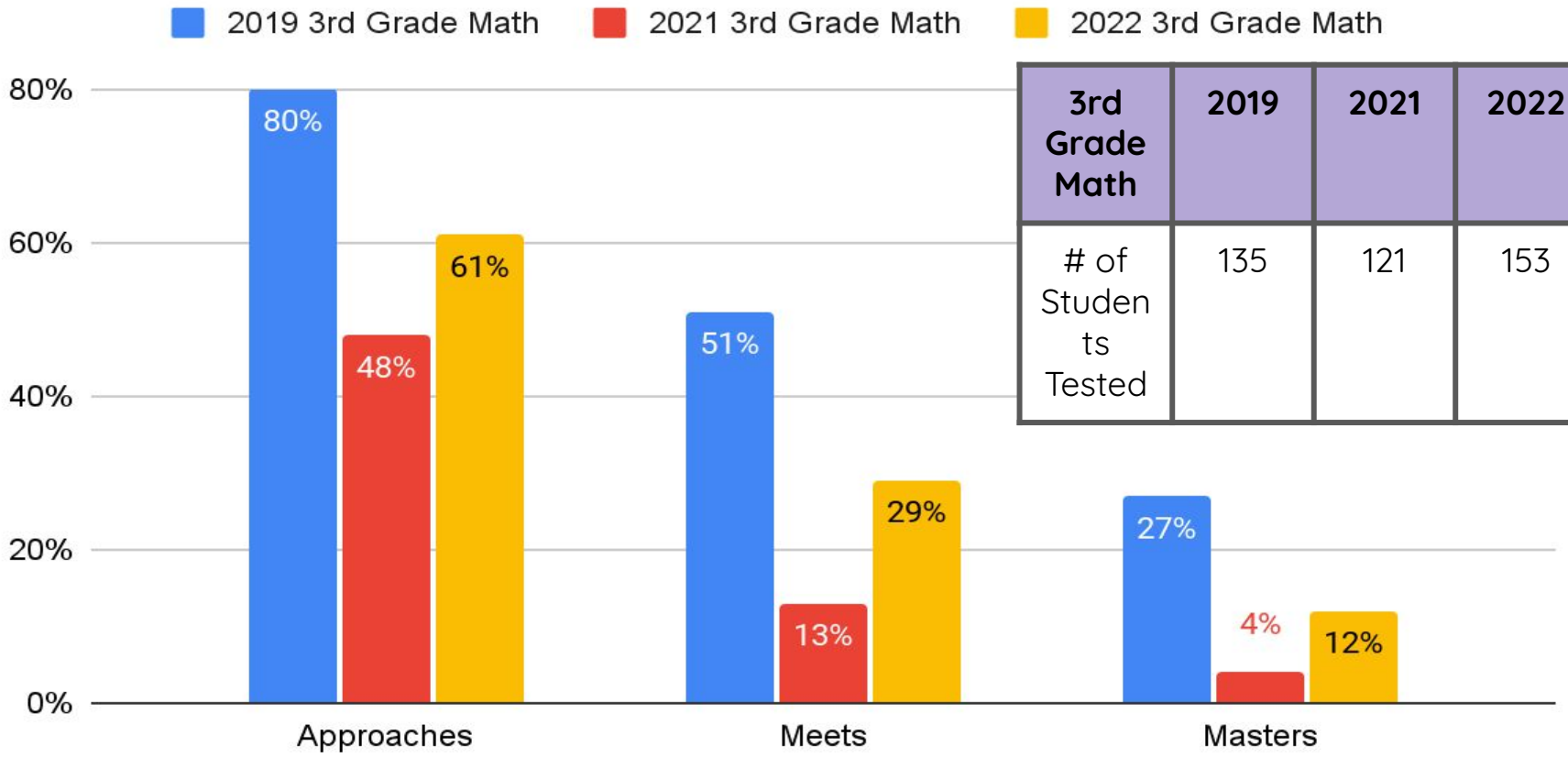
3rd Grade Math 2019 vs. 2021 vs. 2022



3rd Grade Math	2019	2021	2022
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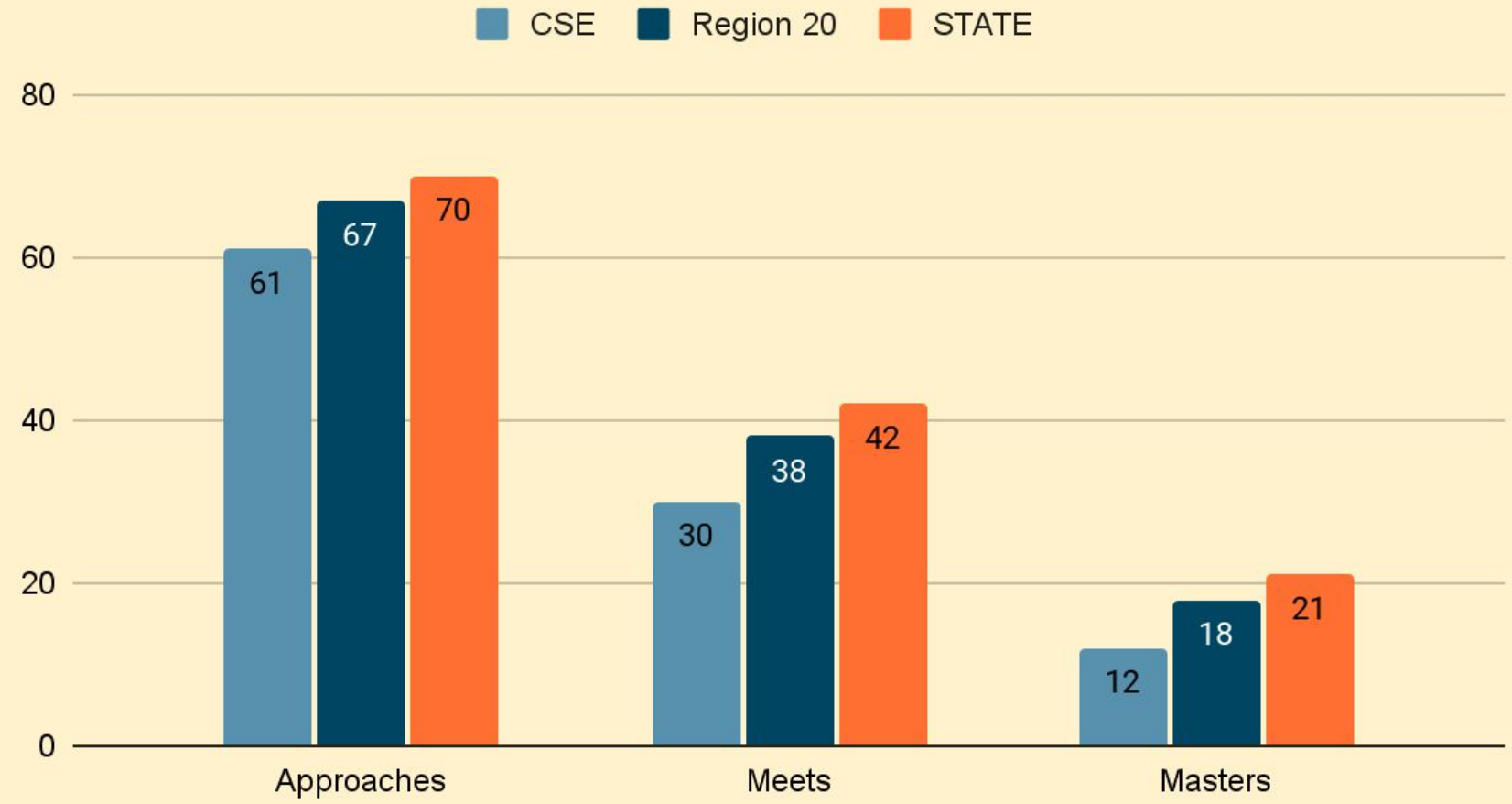
3rd Math STAAR



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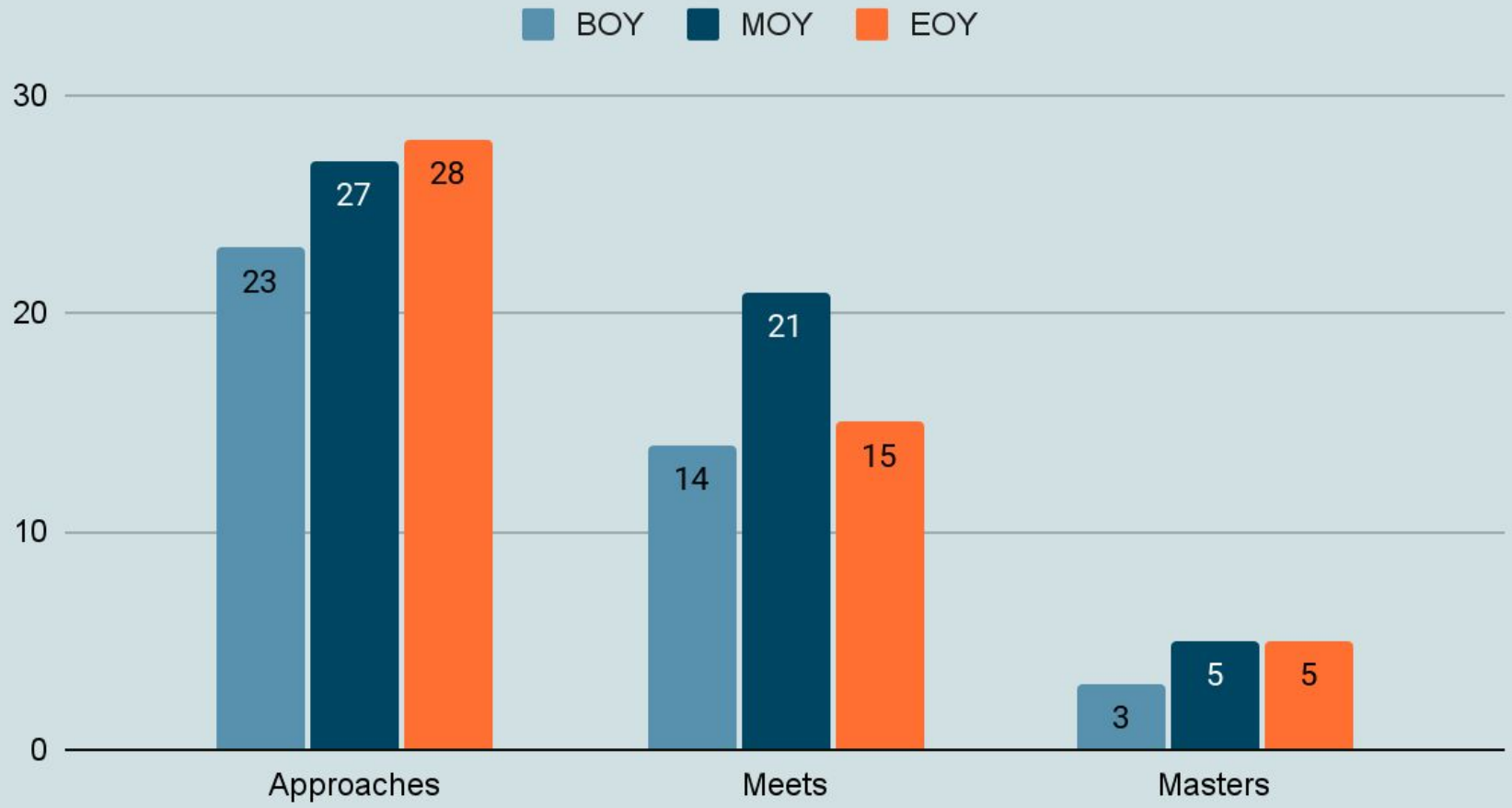
THIRD GRADE MATH STAR 360



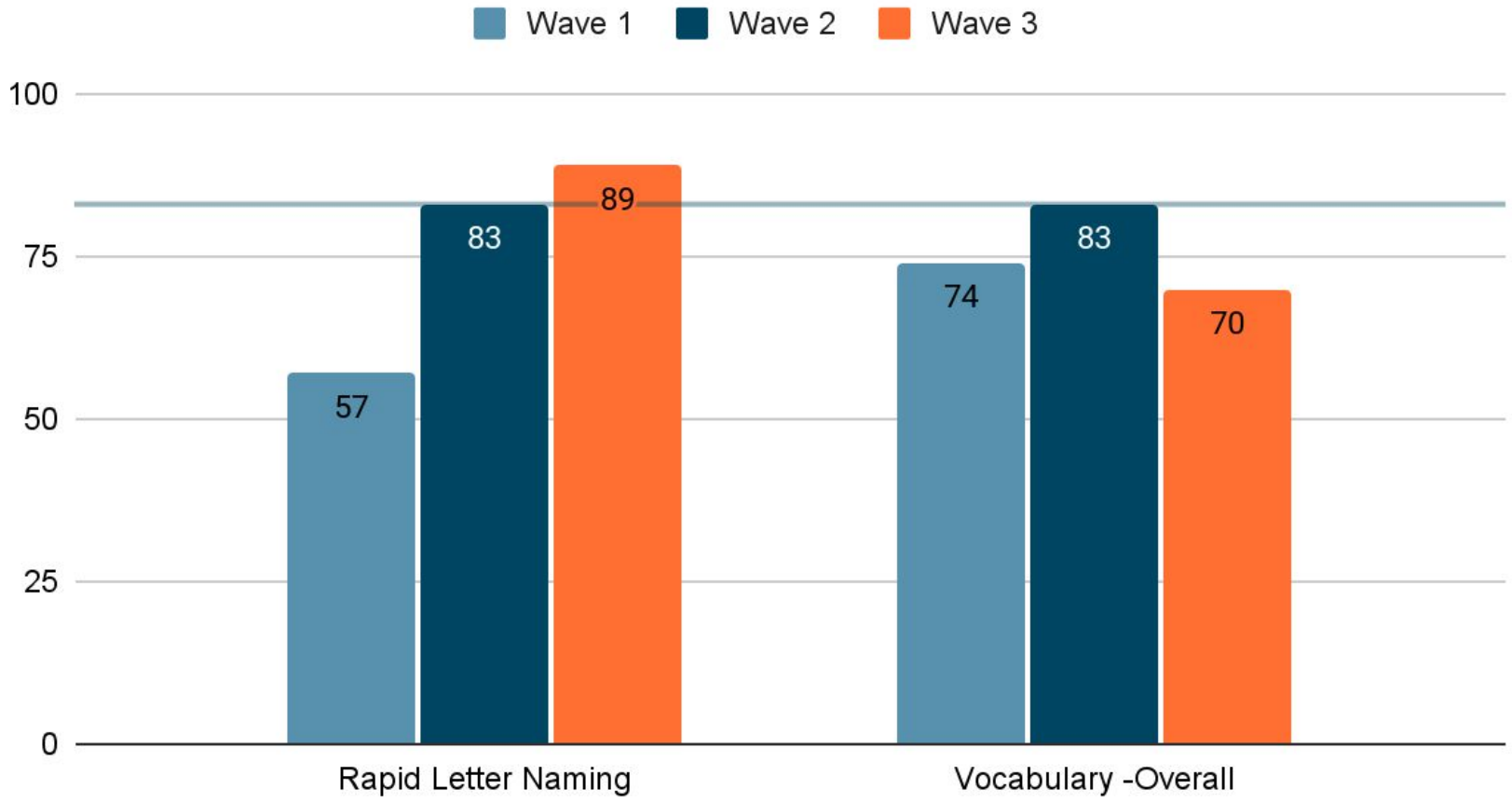
CLI
-PK -
-KG -
-1st & 2nd

Circle
TXKEA
TPRI

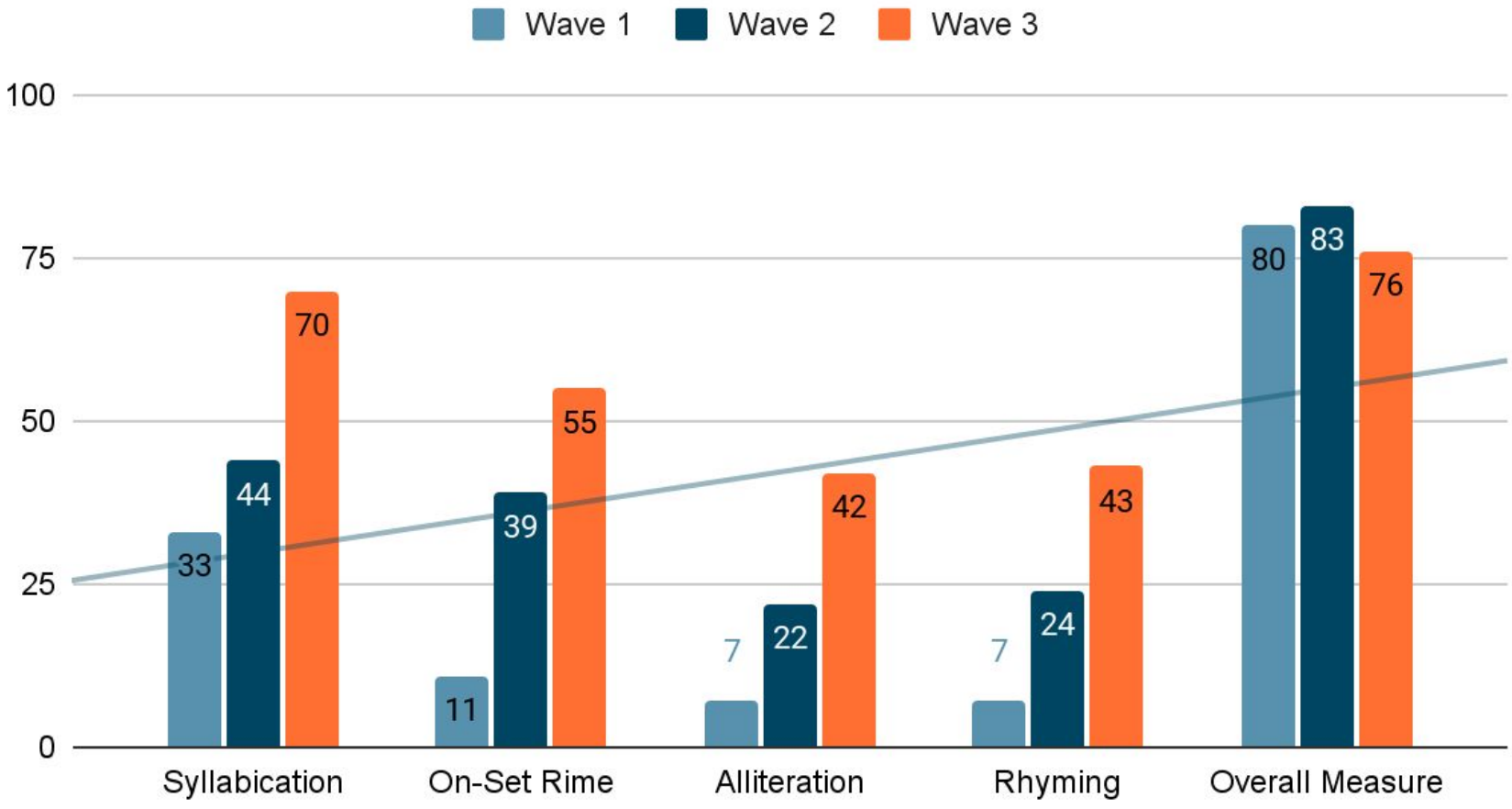
Pre Kinder

57 Students

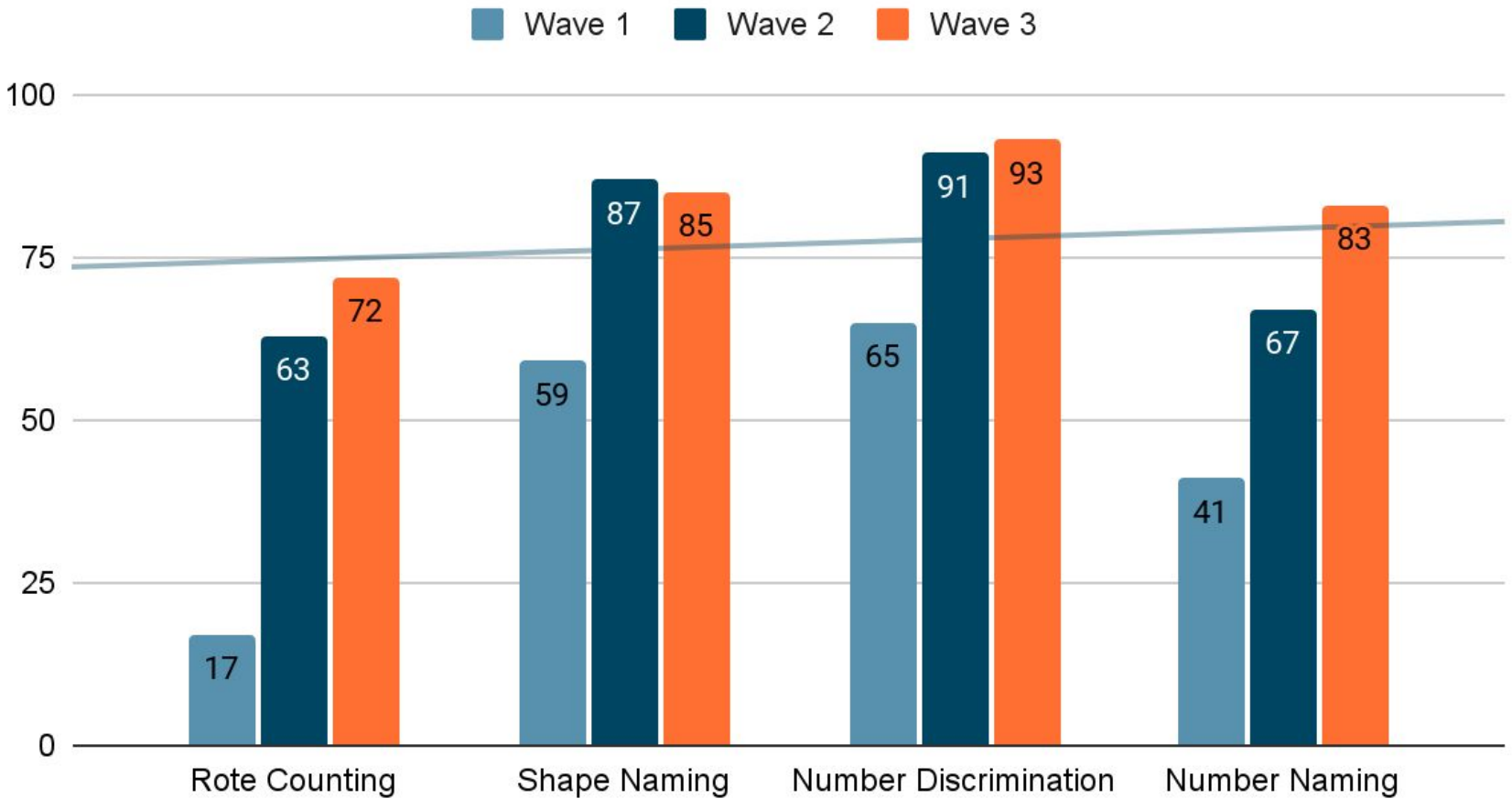
PreKinder Reading



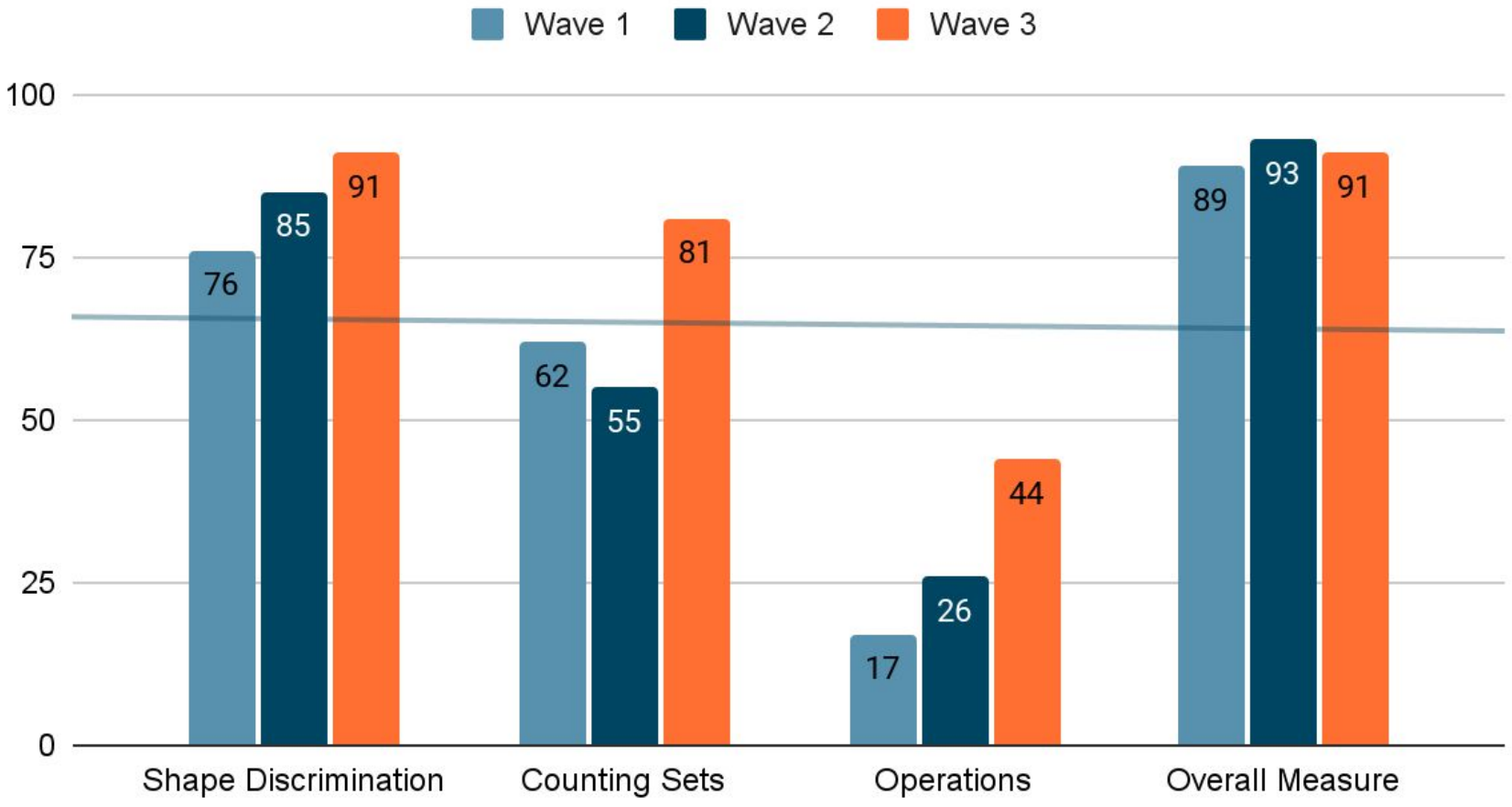
PreKinder Phonological Awareness



PreKinder Math



PreKinder Math

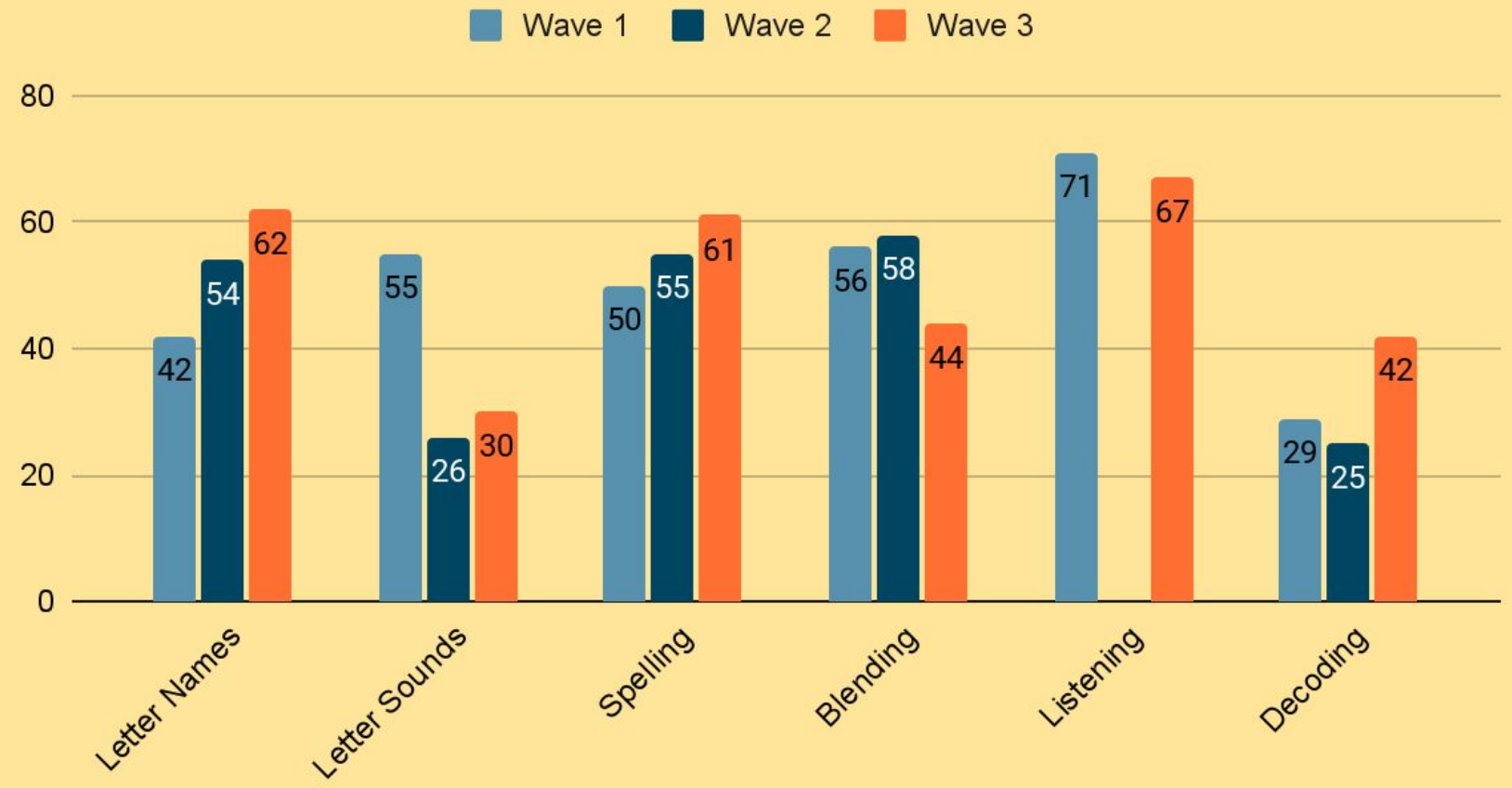


PK Celebrations & Areas of Improvement

Kindergarten

Dyslexia Screener
Completed at EOY

TXKEA Reading



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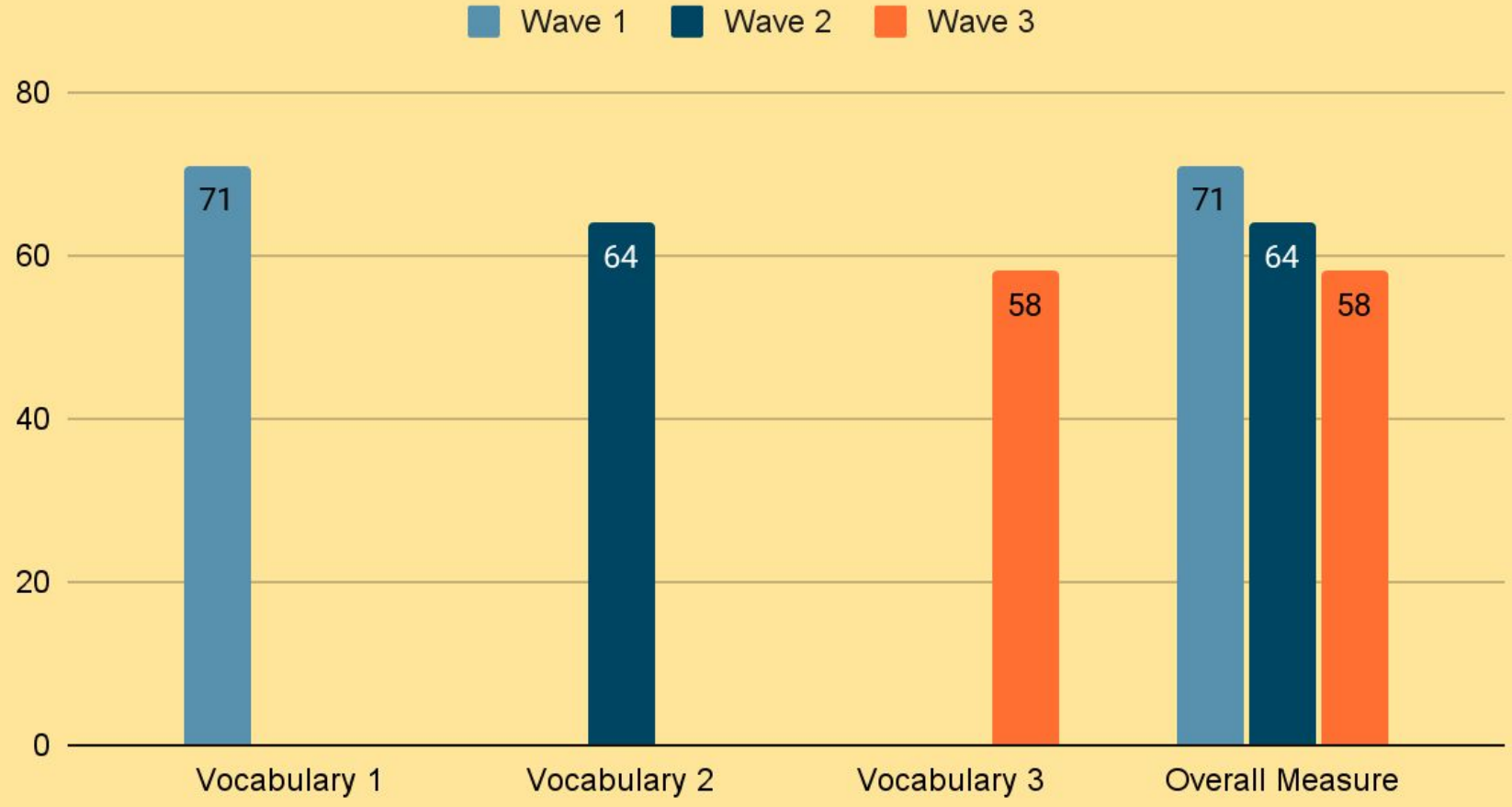

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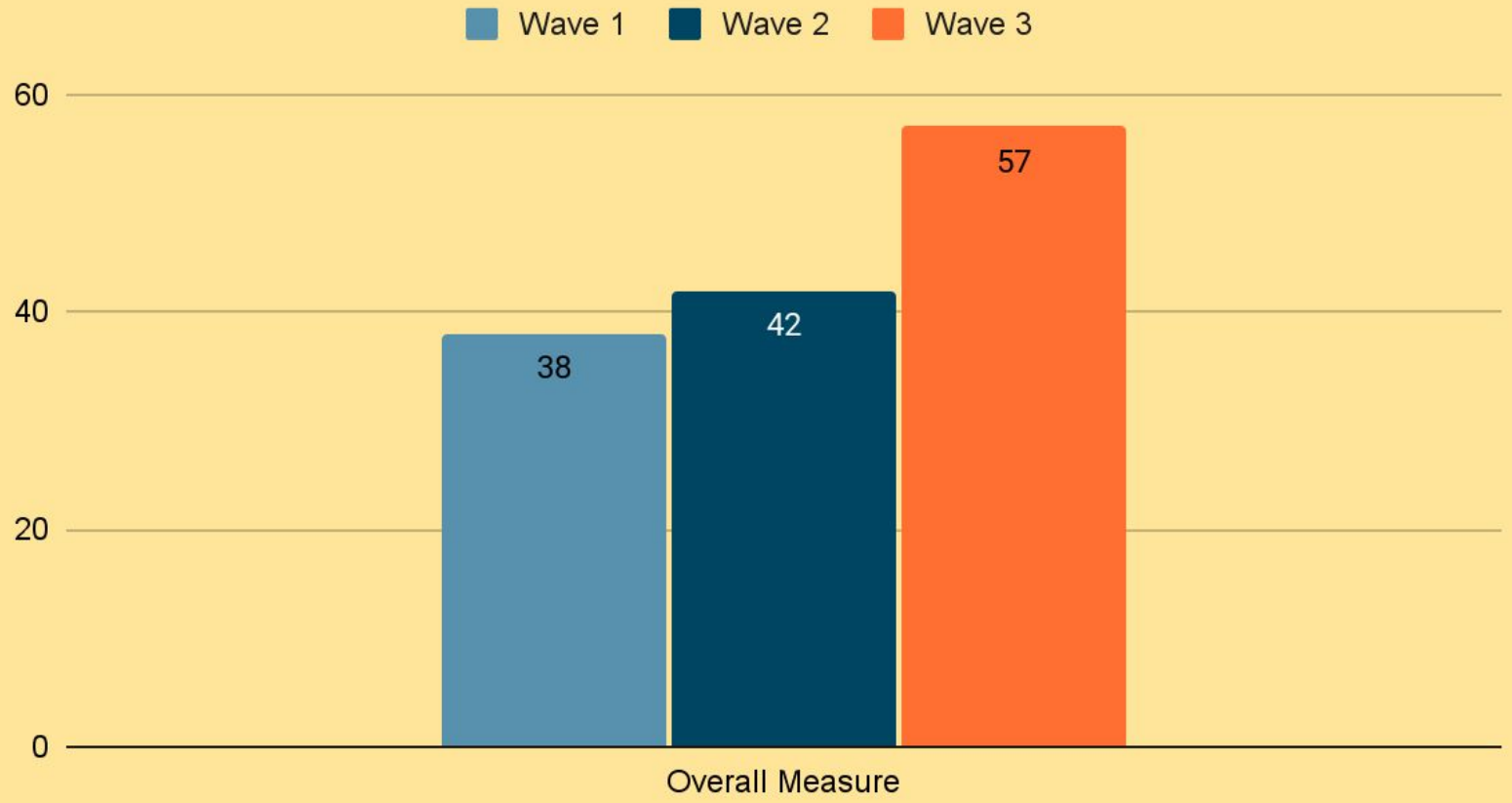
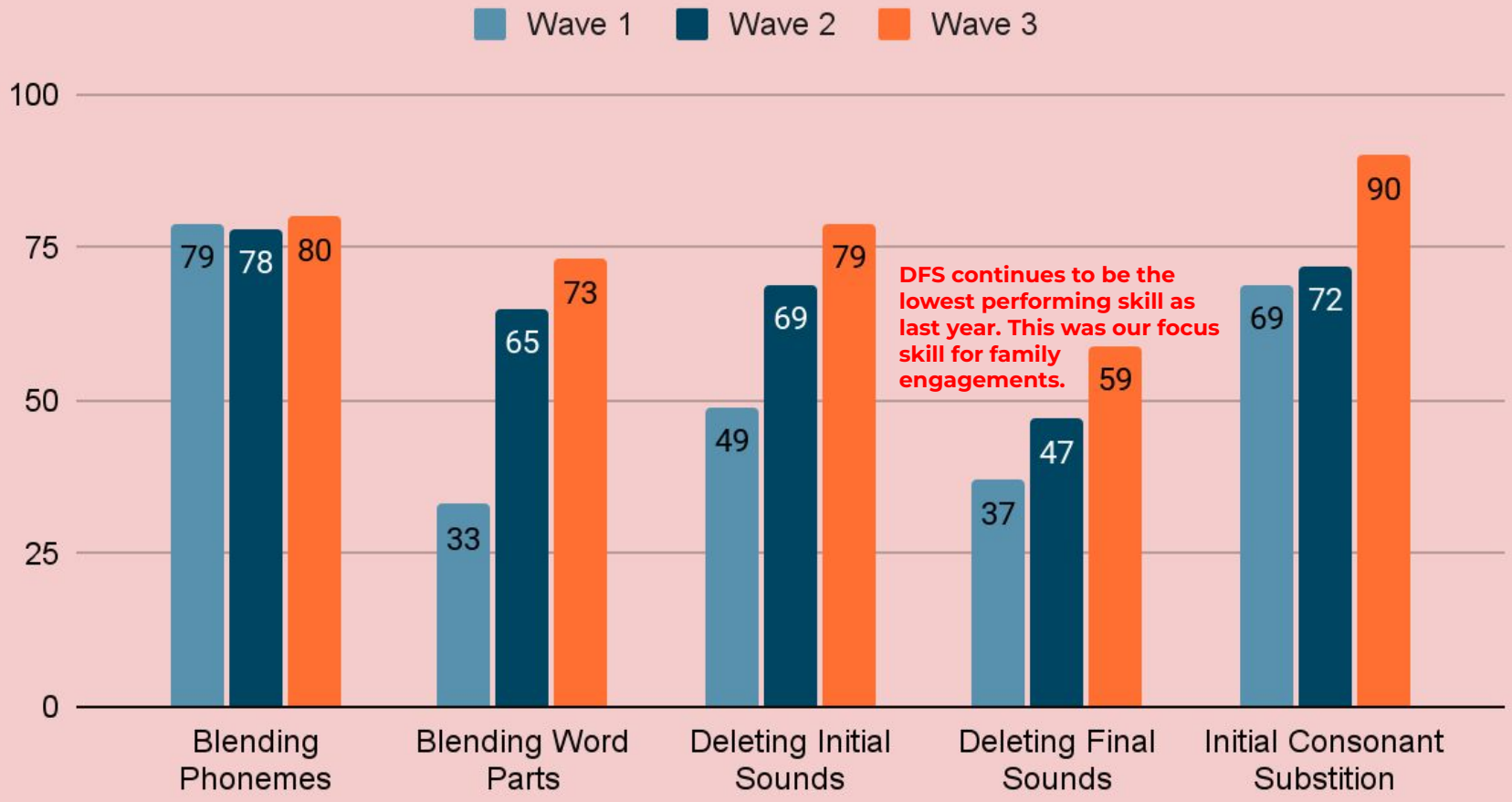


What can practices in our classrooms can assist with this?

First Grade

Dyslexia Screener completed in January
Fluency Goal 60 words correct per minute

1st Grade TPRI



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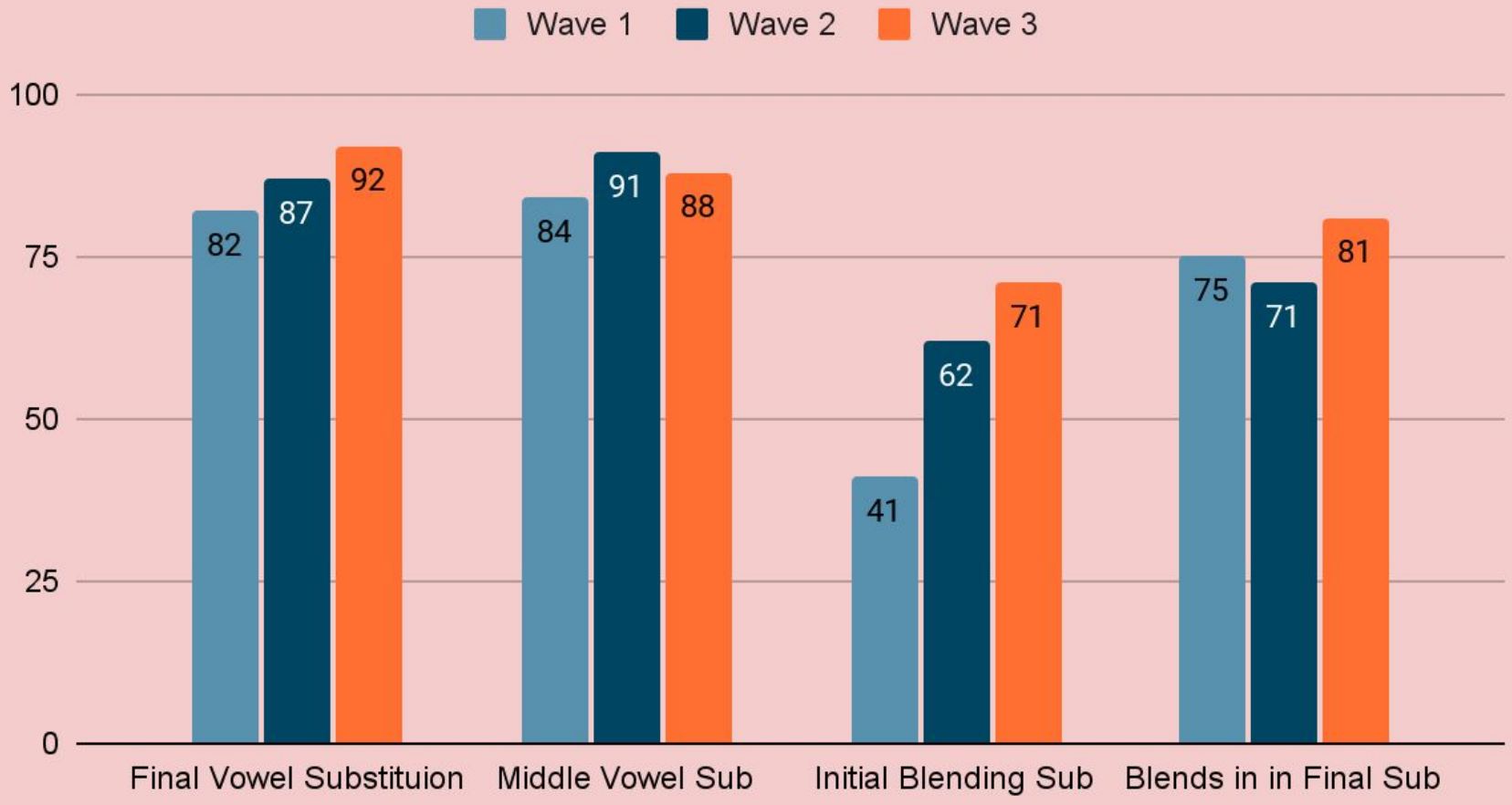

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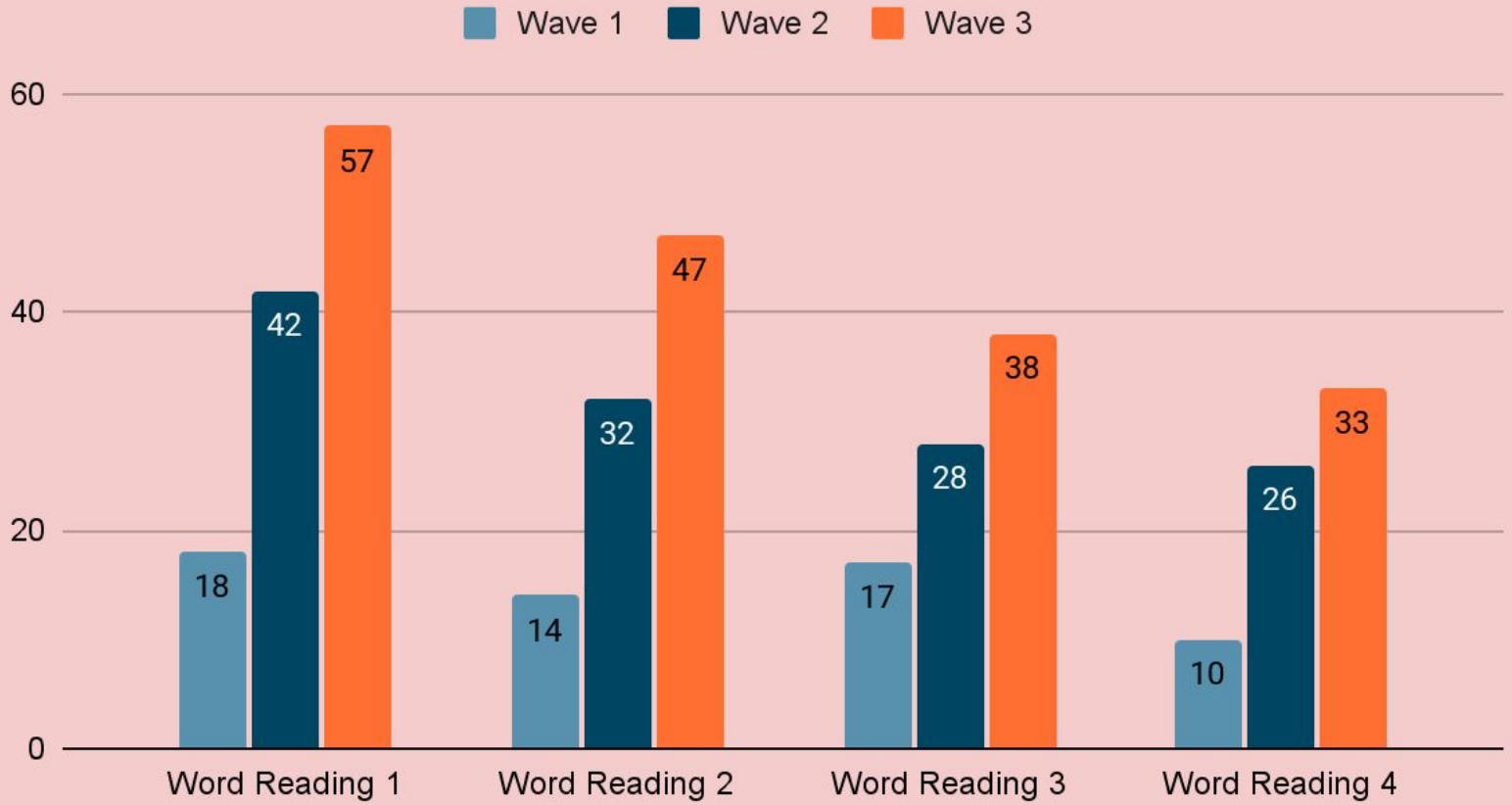


	Wave 1	Wave 2	Wave 3
Screener 1 Letter Sound	64%		
Screener 2 Word Reading	18%	27%	
Screener 3 Blending Phonemes	16%	31%	
Screener 4 Word Reading			29%

Wave 1	Fluency	Accuracy	Reading Comprehension
Story 1 - Baseball Game	57	16	71

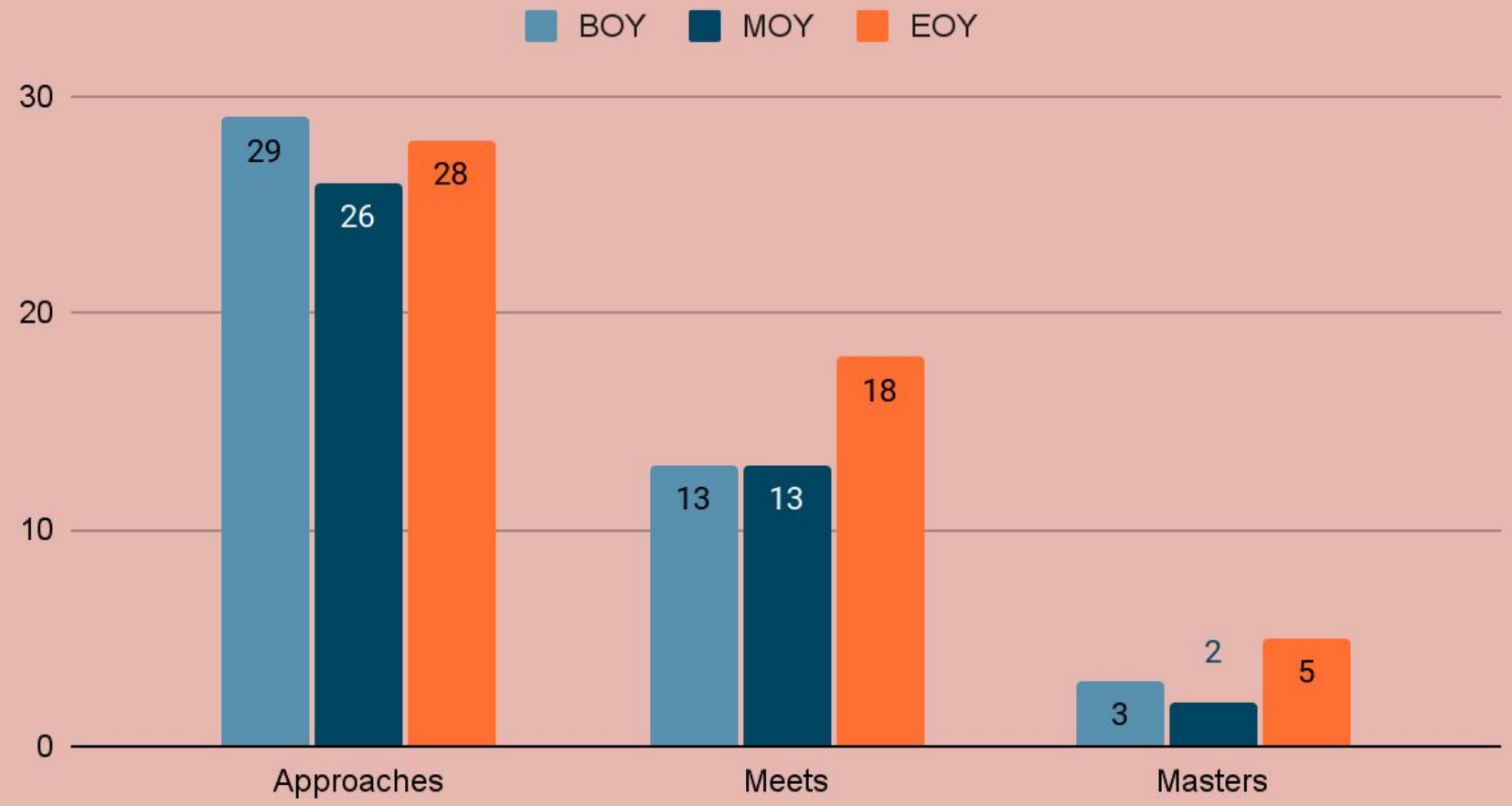
Wave 2	Fluency	Accuracy	Reading Comprehension
Rex	29	34	94
Bats	28	27	37

Students scored lower on informational text. CSE will train aides on fluency probes to help increase fluency.

Wave 3	Fluency	Accuracy	Reading Comprehension
Story 2 - Bananas	56	56	90
Story 3 The School Fair	50	47	73

FIRST STAR 360

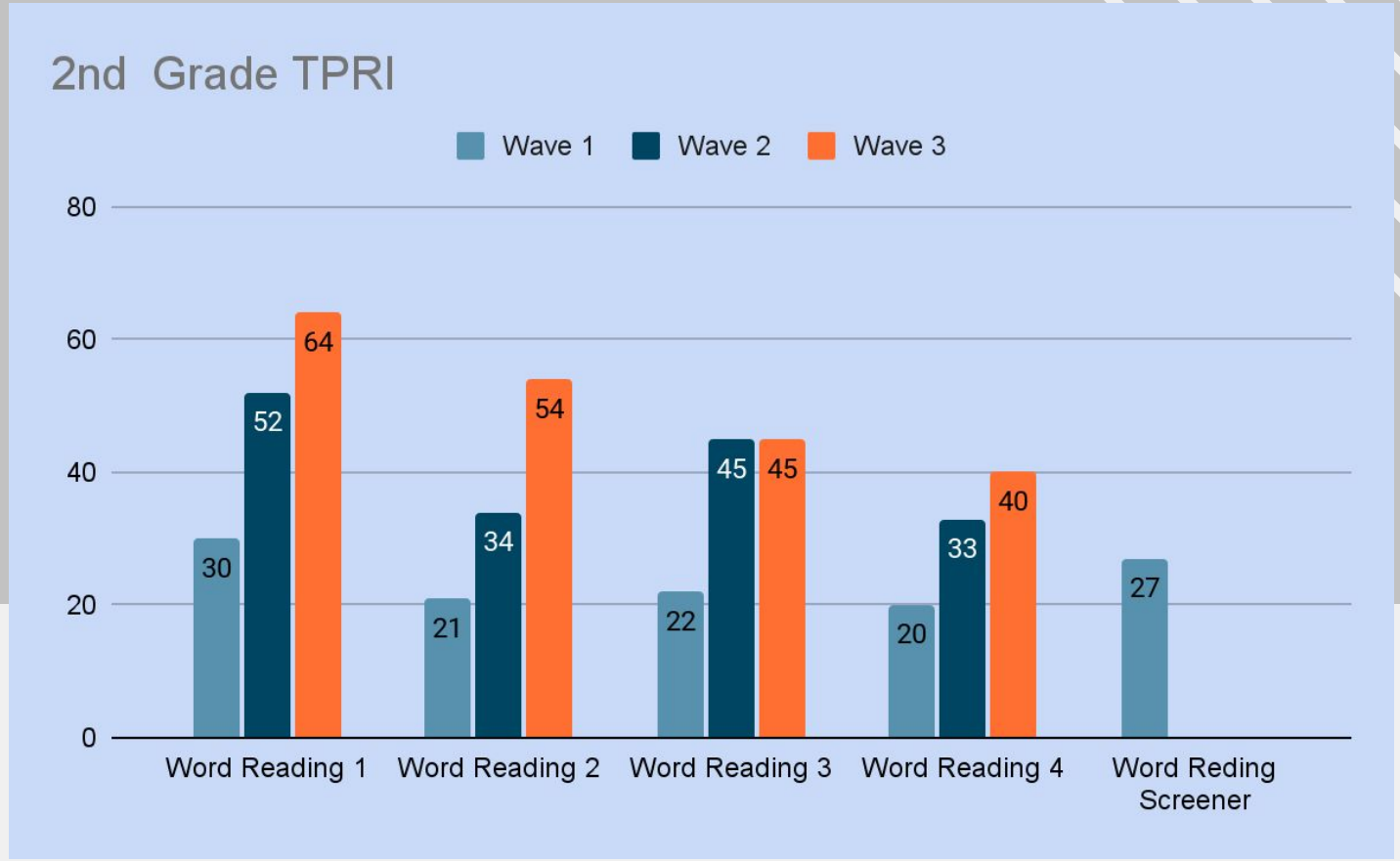
MATH



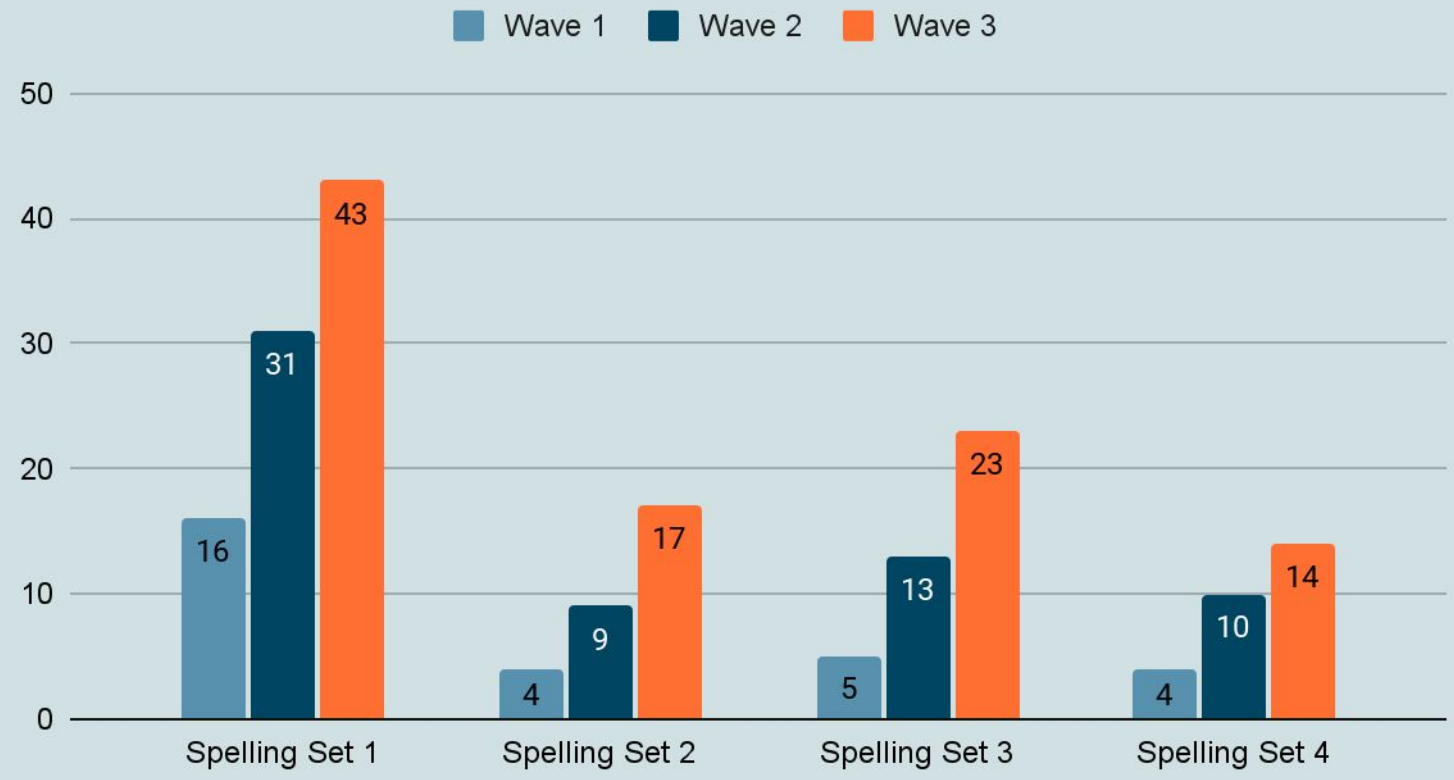
What can practices in our classrooms can assist with this?

Second Grade

2nd grade fluency goal is 90 wcpm.


2nd Grade TPRI
Wave 1
Wave 2
Wave 3
80
60
40
20
0
30
52
64
21
34
54
22
45
45
20
33
40
27
Word Reading 1
Word Reading 2
Word Reading 3
Word Reading 4
Word Reding Screener

2nd Grade TPRI

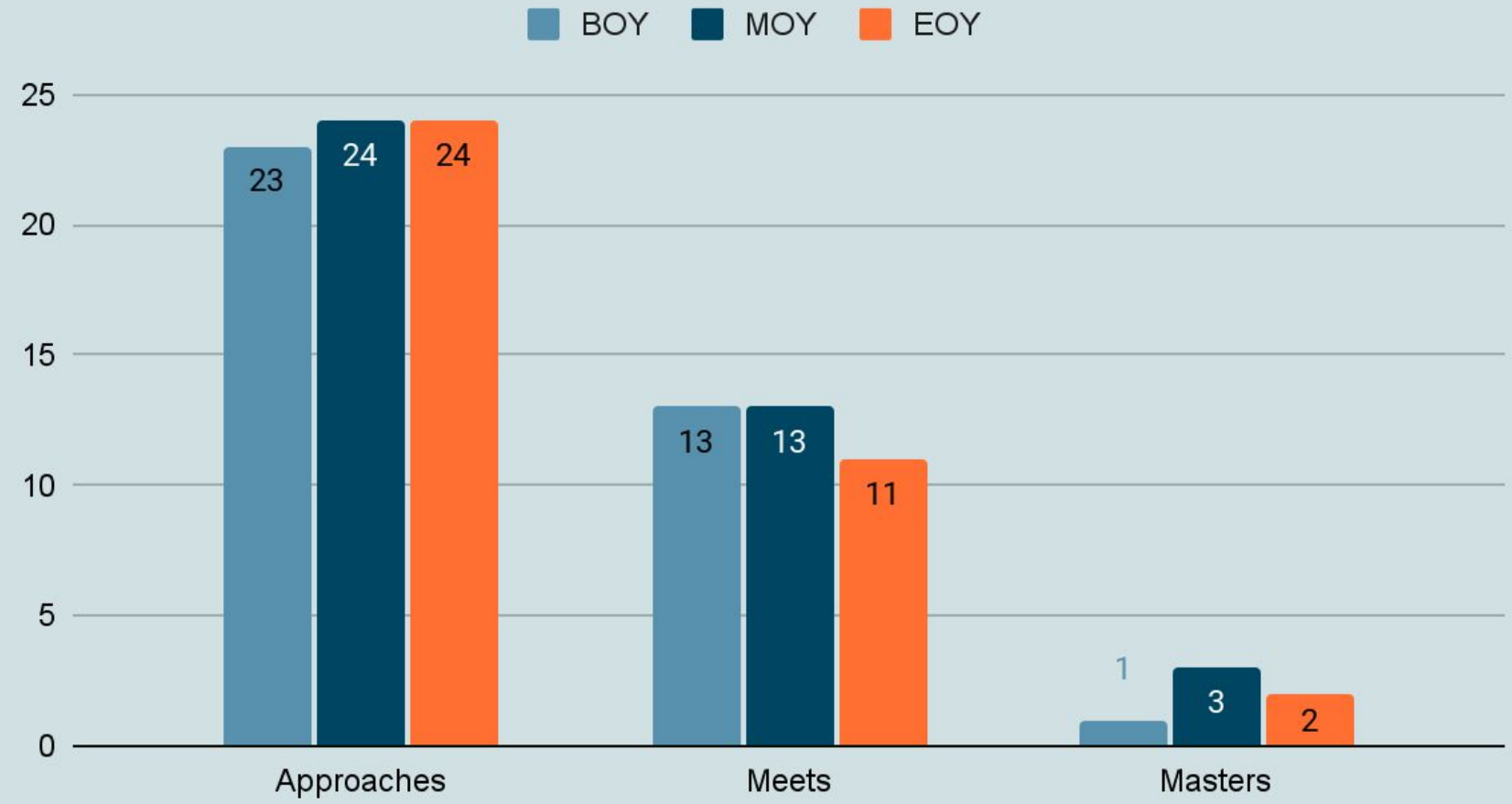


Wave 1	Fluency	Accuracy	Reading Comprehension
Rosa's New Friend	19%	43%	67%
Skateboard	22	44	35%

Wave 2	Fluency	Accuracy	Reading Comprehension
Spring Break	26	65	74%
Meat Eating Plants	20	54	38

Wave 3	Fluency	Accuracy	Reading Comprehension
Firefighter	28%	75	80%
Sharks (non fiction)	26	72	75%

SECOND GRADE MATH STAR 360



Second Grade Celebrations & Areas of Improvement?

What can practices in our classrooms can assist with this?

Third Grade

153 Students

Student Achievement Domain 1 = 70% of our overall rating

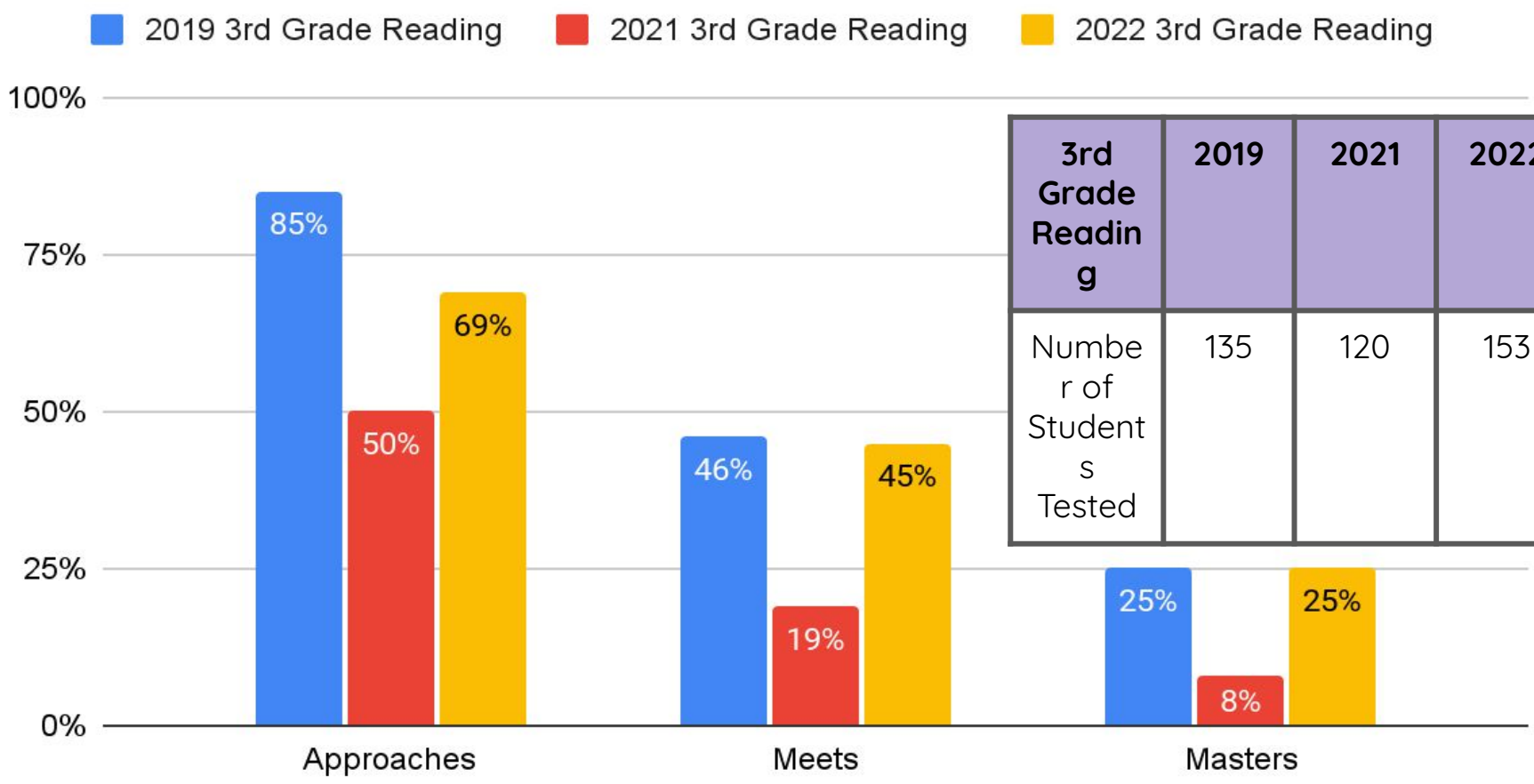
Pass or Fail @ Approaches, Meets, Masters

153 students	Approaches	Meets	Masters
CSE (D)	64%	38%	18%
CSI (C)	63%	37%	16%
CSJH (B)	64%	34%	16%
CSHS Hih B	65%	34%	7%

*This data is taken from Cambien and Includes Non-Snapshot Students. For the final accountability, non snapshot students will be removed from the formula.

Student Domain	Domain 2	Domain 3 (30%)
Pass or Fail	Growth	SPED BIL ED HIS Continously
	Relative Performance ED compared other school	

3rd Grade Reading 2019 vs. 2021 vs. 2022



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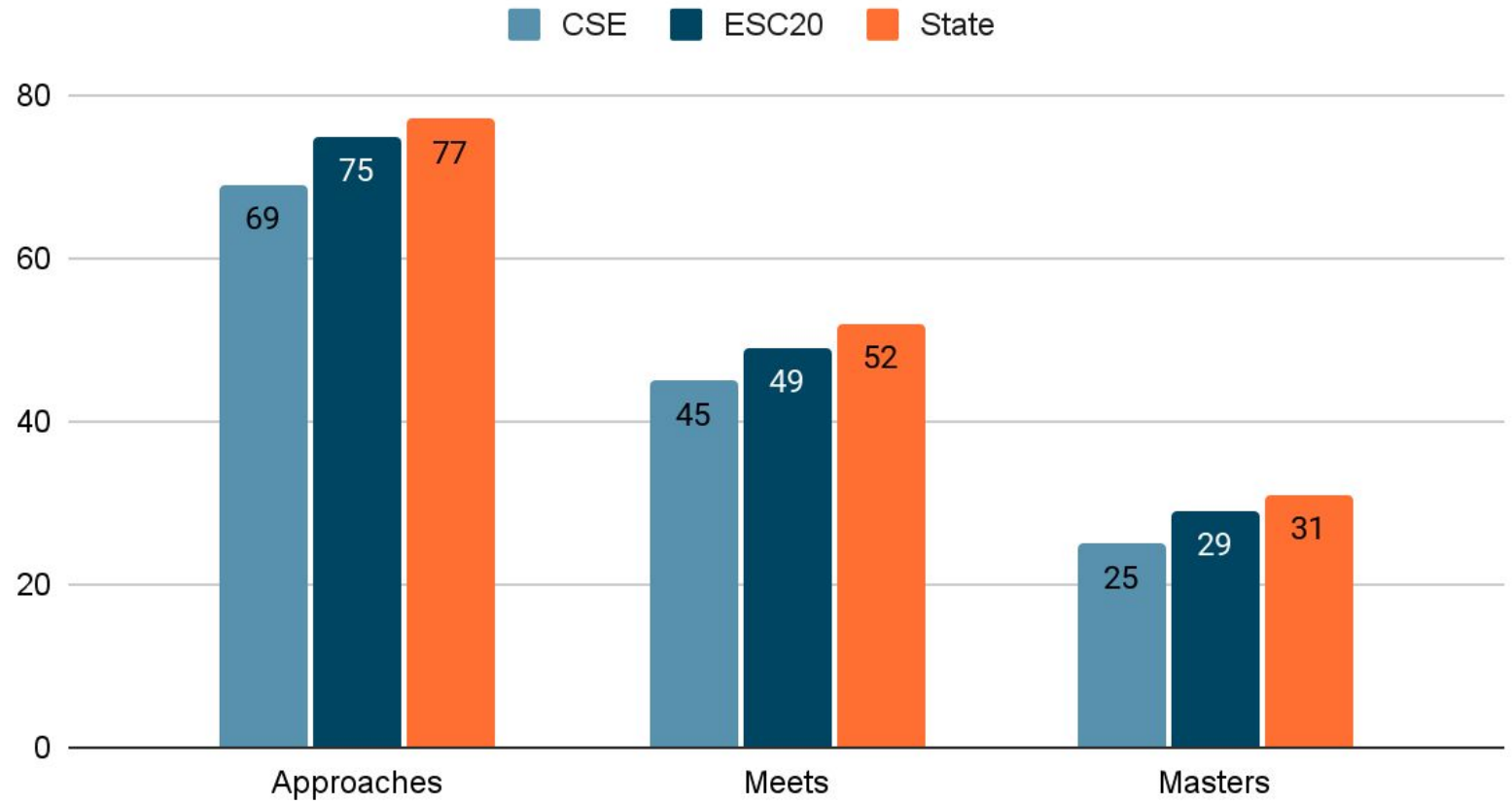

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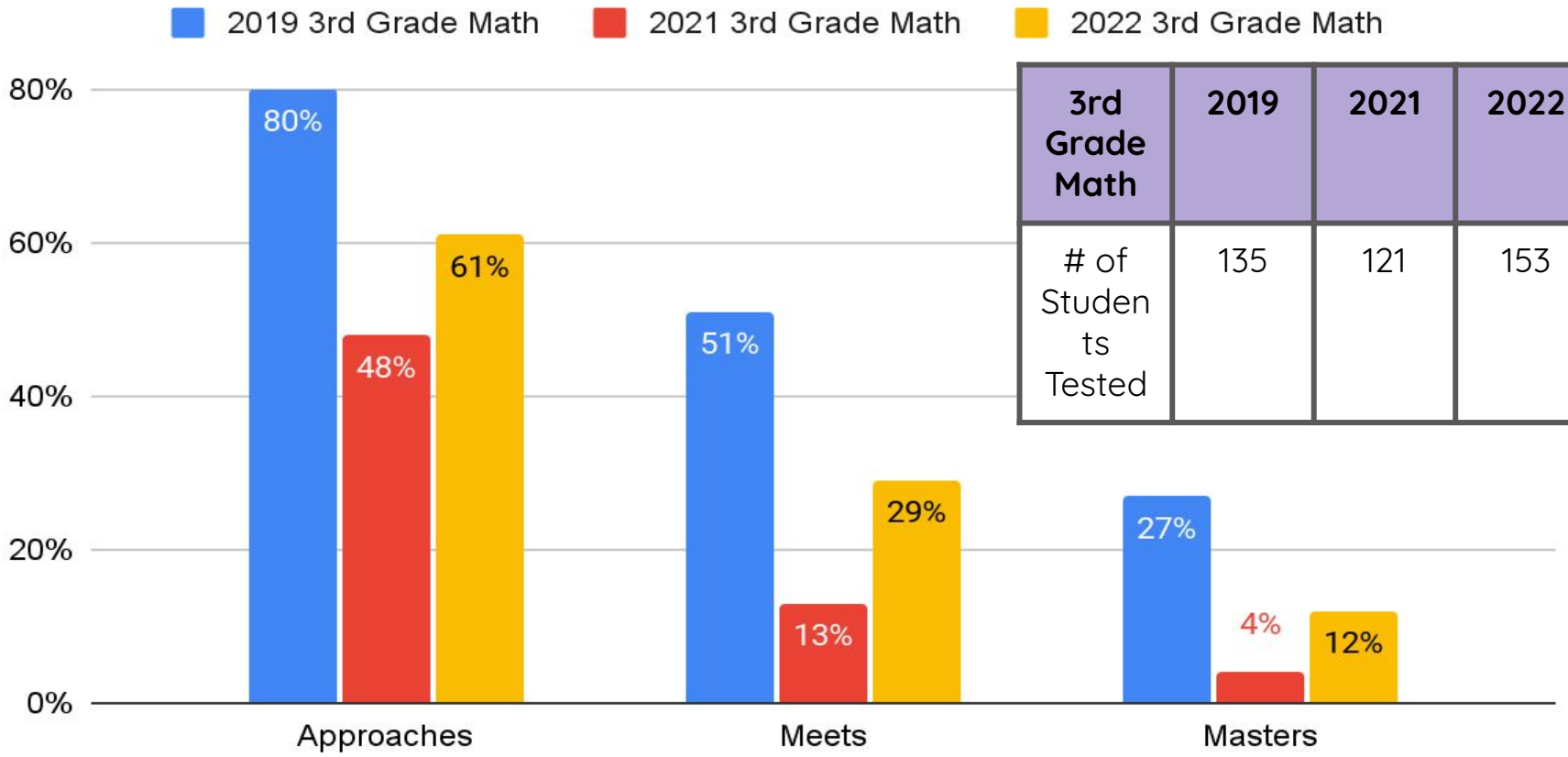

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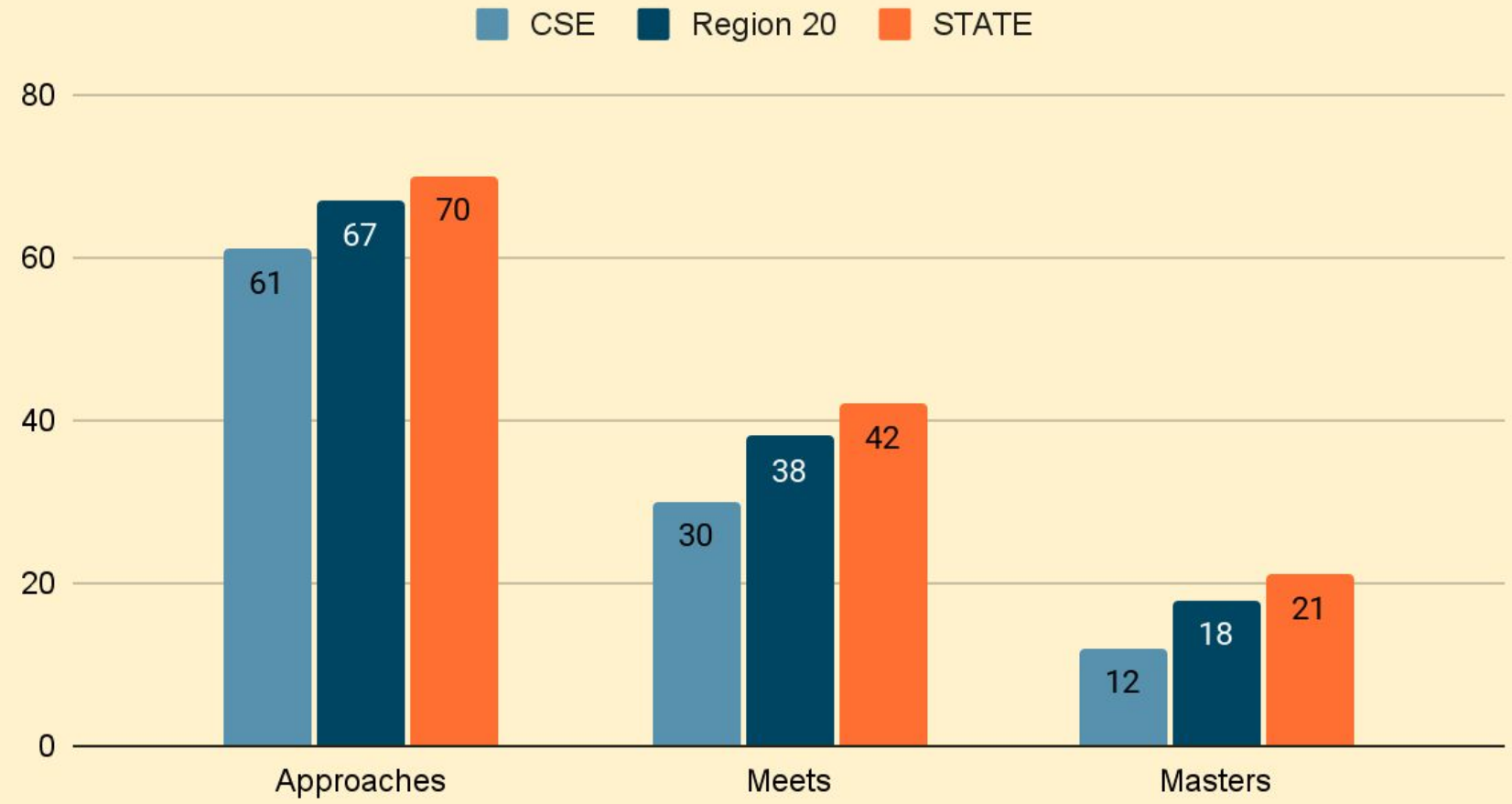

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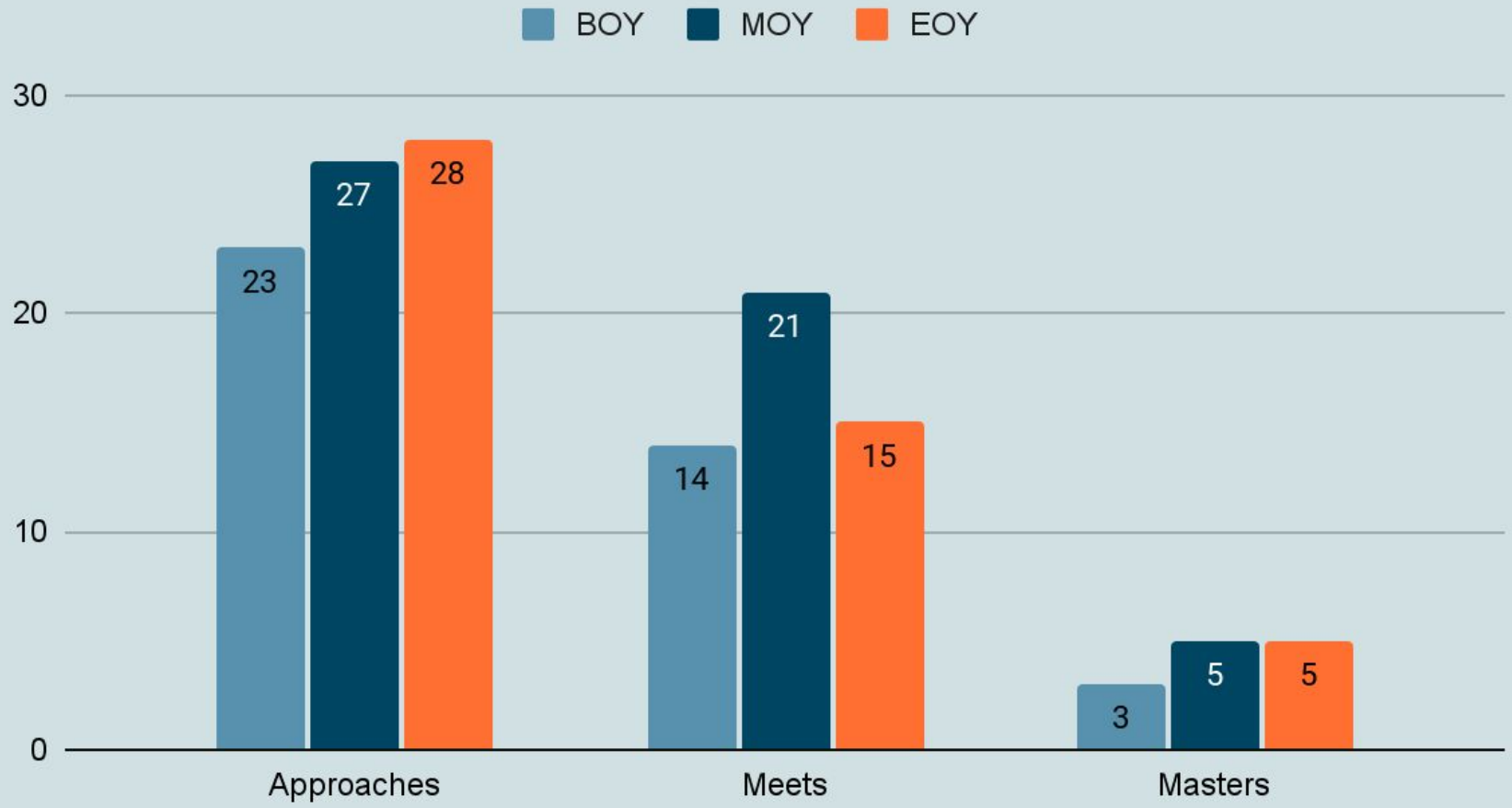
THIRD GRADE MATH STAR 360