

Carrizo Springs Independent School District

Carrizo Springs Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 16, 2021
Public Presentation Date: November 16, 2021

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 Belief Statement:

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

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Comprehensive Needs Assessment

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 610 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.

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 2020-2021 CSE had an attendance rate of 91.17%. 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. 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 a 72% in 2018 and a 85% in 2019. Math had 71% in 2018 and 80% in 2019.

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 Professional 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 Responsibility framework including a content and language 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 2021											
	All Students	Special Population									
SpEd		At Risk	Eco Dis	Migrant	Bilingual	GT	Hispanic	McKinney Vento	Male	Female	
Number of Students	120	6	59	99	11	7	9	115	2	66	54
Approaches	48%	17%	25%	46%	36%	29%	100%	46%	50%	52%	44%
Meets	18%	0%	8%	18%	0%	14%	56%	17%	0%	17%	20%
Masters	8%	0%	3%	8%	0%	14%	44%	7%	0%	6%	11%
Did Not Meet	52%	83%	75%	54%	64%	71%	0%	54%	0%	48%	56%

STAAR Math Demographic Data 2021											
	All Students	Special Population									
SpEd		At Risk	Eco Dis	Migrant	Bilingual	GT	Hispanic	McKinney Vento	Male	Female	
Number of Students	121	6	60	99	11	7	9	116	3	68	53
Approaches	46%	17%	30%	44%	27%	29%	89%	44%	33%	49%	43%
Meets	12%	0%	3%	12%	0%	0%	56%	10%	0%	13%	11%
Masters	3%	0%	2%	4%	0%	0%	44%	3%	0%	1%	6%
Did Not Meet	54%	83%	70%	56%	72%	71%	11%	56%	66%	51%	56%

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.

Student Achievement

Student Achievement Summary

EARLY LITERACY/READING:

20-21	Assessment	EOY		Progress
		Developed	Still Developing	
KG	EOY TX KEAVocabulary	55%	45%	-4 Decrease from BOY
	EOY TX KEASPELLING	39%	61%	-14 Decrease from BOY
	EOY TX KEALETTER SOUNDS	31%	69%	+38 Increase from BOY
	EOY TX KEABLENDING	28%	72%	+44 Increase from BOY
1ST	EOY TPRI	21%	79%	+8% Increased in Developed from BOY
2ND	EOY TPRI	10%	52%	+42% Increase in Development from BOY

3RD Grade	2018	2019	2020	2021	Progress
	All Students	STAAR	STAAR	STAAR	STAAR

Approaches	72%	85%	No Assessment	48%
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Meets	30%	46%	No Assessment	26%
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3RD Grade	2018	2019	2020	2021	Progress
All Students	STAAR	STAAR	STAAR	STAAR	
Masters	22%	25%	No	15%	
		Assessment			
Did not meet	28%	15%	Assessment	52%	No

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.

	2018	2019	2020	2021
All Students	Math	Math	Math	Math
	STAAR	STAAR	STAAR	STAAR
Approaches	71%	80%	NO ASSESSMENT	46%
Meets	33%	51%	NO ASSESSMENT	12%
Masters	13%	27%	NO ASSESSMENT	3%
Did not meet	29%	20%	NO ASSESSMENT	54%

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 SPARC 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 2019 STAAR, 44% 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 interesting 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 material. 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 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 regularly surveys all parents to obtain feedback regarding any concerns with the schools and its 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

Paraprofessionals are highly qualified either by having 48 college hours or completing a weeks training for paraprofessionals at the Region 20 Service Center. Paraprofessionals have received 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.

Retention 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 to 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 building. Visitors must first check into the office with a picture ID that is processed through the Raptor program 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 personnel.

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.

DECISION-MAKING PROCESS

The principal meets with the GLC to discuss 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. Administrators speak to teachers about what constitutes a referral and what can be handled in the classroom when data indicates that students are sent to the 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 administrator 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 justifiable bullying case. Once determination is made, the counselor and/or administrators 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. Counselors 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 mentees.

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: 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): The campus has not been able to fill positions with standard certifications. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "

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, ORI	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

3-8 STAAR	BIL	ESL	Not Served	Years after Exit
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 below 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

*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 contrast 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 their 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 peers 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, RTI 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. Strategies are 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 lack 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.

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: 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): The campus has not been able to fill positions with standard certifications. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "

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 seen improvement in school event participation. In the 2017-2018 school, we had 692 parents/family members who attended family engagement events. In 2018-2019 that number increased to 2,077 parents/family members attending Parent and Family Engagement events and finally in 2019-2020 we had 2,573 parents and family members attend Family Engagement Events. (Note: Pre-K was missing one event due to the COVID-19 Pandemic) . In 20-21, 1652 engagements were reported for CSE. This was well over their 10% increase goal from the previous year.

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 CISD is not in need of a juvenile detention center. 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 0 students partial day ISS.

Adult education courses that are offered by CSCISD are webinars offered online through the Education Service Center Region 20.

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

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 engagement 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 increased in the level of engagement from parents. In the 2017-2018 school, we had 692 parents/family members who 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 20-21, there were 1652 family engagements reported.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2021 for all campuses we assessed how welcome parent/families feel at each campus:

At CSE, 198 parents responded that they feel quite a bit or extremely welcomed. 4.3% of parents out of 208 stated that they do not feel welcomed.

According to the End

- 86.5% effective using Remind text messages
- 62.5% effective for flyers /letters, etc sent home with the student
- 39.9% effective for Messenger callouts
- 34.6% effective for personal phone calls
- 35.6% effective using the CSE School social media Facebook page
- 14.9% 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.
- Newspaper articles will also be published in 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 922 parents/families to participate in Parent and Family Engagement Events/Night for 20-21 school year. They had a total of 1652 parents attend parent and family engagement events for the 20-21 school year. This number was well over the number of families needed to meet their 10% increase goal.

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. For example, CSE had over 20 people/community members' sign-up for the CSE Spooktacular Family Night Parade.

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 2021 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 69.7% of parents wanted Parent and Family Engagement events to be from 5:30-7:00 P.M. & 47.6% 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 21-22 school year, all Family engagement activities will be in person activities. However, to minimize the number of people on campus & for COVID safety reason, activities may be staggered throughout the week for grade levels.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2021 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 46.2% of parents would like to see the parental involvement funds used on technology resources for parents and families.

Parent and Community Engagement Strengths

In the past three years, the Parent and Family Engagement Program has seen improvement in school event participation. In the 2017-2018 school, we had 692 parents/family members who attended family engagement events. In 2018-2019 that number increased to 2,077 parents/family members attending Parent and Family Engagement events and finally in 2019-2020 we had 2,573 parents and family members attend Family Engagement Events. (Note: Pre-K was missing one event due to the COVID-19 Pandemic) . In 20-21, 1652 engagements were reported for CSE. This was well over their 10% increase goal from the previous year.

For 20-21 CSE had a goal of 922 parents/families to participate in Parent and Family Engagement Events/Night for 20-21 school year. They had a total of 1652 parents attend parent and family engagement events for the 20-21 school year. This number was well over the number of families needed to meet their 10% increase goal.

At CSE, 198 parents responded that they feel quite a bit or extremely welcomed. 4.3% of parents out of 208 stated that they do not feel welcomed.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): COVID-19 has caused all campuses to utilize various methods of offering Parent and Family Engagement for occasions when face-to-face engagement is not feasible (virtual, parades, etc). **Root Cause:** Due to ever-changing COVID-19 condition, Parent and Family Engagement events may, on occasion, not be offered in person like in previous years.

Problem Statement 2: In 20-21, CSE had 1,652 confirmed parent engagement. 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: CSE parents would also like homework help support. **Root Cause:** Parents are not understanding the homework, therefore they are having difficulty helping their children at home.

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 utilized 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 identified 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 utilized 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 identified 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

Instructional 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 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 enabling the 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 all classrooms 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.

Evaluation 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

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 quarantine 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 Tube 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.

Evaluation 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 additional 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 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.

Problem Statement 2: Due to the pandemic, counselors were providing SEL activities virtually to students. Students SEL videos were continuously interrupted with advertisements, annotations, or links to other potentially inappropriate videos. **Root Cause:** The previous website that was being used for safe share videos was not providing safe views. This platform frequently distracted the video and it made it difficult for students to focus on the SEL CASEL competency being addressed. The campus is in need of an online platform that will ensure our student viewers can watch free of distractions which is especially important in an educational setting.

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.

Problem Statement 1 Areas: Demographics

Problem Statement 4: 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 4: Lack of the campus coordination to provide prescriptive interventions.

Problem Statement 4 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 6: COVID-19 has caused all campuses to utilize various methods of offering Parent and Family Engagement for occasions when face-to-face engagement is not feasible (virtual, parades, etc).

Root Cause 6: Due to ever-changing COVID-19 condition, Parent and Family Engagement events may, on occasion, not be offered in person like in previous years.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 5: In 20-21 new devices were purchased for students were purchased for virtual learners. Some of these devices are in need of repair or replacement parts.

Root Cause 5: Devices that were used at home were return with broken screens or missing chargers and are not able to be used by students.

Problem Statement 5 Areas: Technology

Problem Statement 3: The campus has not been able to fill positions with standard certifications.

Root Cause 3: Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention - 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

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
- Federal Report Card Data

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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

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

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

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

Revised/Approved: November 16, 2021

Goal 1: CSCISD by 2022 will have all campuses rated as a B on state accountability

Performance Objective 1: Performance Objective: By May 2022 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.

Targeted or ESF 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	
<p>Strategy 1: Third grade teachers will supplement the Reading initiative by using the software program for all sub-populations to close literacy gaps.</p> <p>Strategy's Expected Result/Impact: By May of 22 RP fluency will increase by 5%, Increase reading fluency and comprehension on CBA's, benchmarks, & EOY assessments, STAAR</p> <p>Staff Responsible for Monitoring: ELA Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Access to Reading Plus - Title I, Part A Allocations - 211-11-6299-01-102-224-000 - \$12,450</p>				

Strategy 2 Details	Reviews															
	Formative			Summative												
	Nov	Feb	Apr	June												
<p>Strategy 2: The LPAC will analyze data for ELL students and determine levels of proficiency and support in order to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: By December 2021, 100% of ELL students will be monitored and reviewed for levels of proficiency</p> <p>Staff Responsible for Monitoring: Campus LPAC Committee</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Travel and PD for LPAC Training - General Fund - 199-13-6411-00-102-0-25-0-00 - \$1,200</p>	Reviews															
<p>Strategy 3 Details</p> <p>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.</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of Pre-Kinder students who demonstrate Improved scores on CLI Engage Pre-Kinder assessments.</p> <p>Staff Responsible for Monitoring: Principal/ Vice Principals, I.O., PK Teachers and PK Aides</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Personnel salaries - State Compensatory Education - \$132,044</p>	<p>Reviews</p> <table border="1"> <thead> <tr> <th colspan="3">Formative</th><th>Summative</th></tr> <tr> <th>Nov</th><th>Feb</th><th>Apr</th><th>June</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>				Formative			Summative	Nov	Feb	Apr	June				
Formative			Summative													
Nov	Feb	Apr	June													

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	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				
Problem Statements: Demographics 1	Funding Sources: Salary for 2 Interventionists & 3 Para 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				
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. Provide necessary resources to provide intervention for all student subpopulations: Migrant, LEP, at risk, SPED, to close gaps.	Strategy's Expected Result/Impact: By June of 2022, STAAR results for 3rd and Benchmarks for Kg-2nd will improve by 5%..				
Staff Responsible for Monitoring: Campus Administrator Federal Programs Administrator Summer School Coordinator Teachers	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - 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: Demographics 1 - 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 2022, 100% of Sped students will meet at least 80% of their IEP goals.				
Staff Responsible for Monitoring: Certified SpEd teachers	Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy				
Problem Statements: Demographics 1	Funding Sources: Professional Development in Creating IEP goals - Special Education - 224-13-6499-00-102-2-23-0-00 - \$600				
Strategy 7 Details		Reviews			
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 2022, teachers will provide supplemental instruction to 100 % of students meeting summer school requirements to meet academic standards.	Formative		Summative	
Staff Responsible for Monitoring: Campus Administrator Federal Programs Director	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - 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	Nov	Feb	Apr	June
Problem Statements: Demographics 1	Funding Sources: Summer School Salaries (teachers and para-professionals) - Title I Part A: Allocation - \$110,000, Supplies - State Compensatory Education - \$3,000				

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: 100% of identified students will be invited to attend extended day tutorials.					
Staff Responsible for Monitoring: Campus Administrator Federal Programs Director					
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 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, Lever 5: Effective Instruction					
Problem Statements: Demographics 1					
Funding Sources: Teacher extra duty pay - Title I Part A: Allocation - 211-11-6119-84-102-2-24-0-00 - \$18,000					
Strategy 9 Details		Reviews			
Strategy 9: Migrant tutors will assist those students most in need and closing the gap.		Formative		Summative	
Strategy's Expected Result/Impact: By May of 2022, 100% of tutors will assist in the classroom to migrant students based on their needs - PFS students will have first priority.		Nov	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrator Region 20 SSA Federal Programs Director					
Schoolwide and Targeted Assisted Title I Elements: 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 - Student Achievement 1					
Funding Sources: Salary - Title I - \$10,000					

Strategy 10 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 10: The campus will utilize Instructional Officers to provide coaching opportunities for classroom teachers. Instructional Officers will receive and attend professional development. The campus will utilize Instructional Officers to provide coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and addressing comprehensive needs assessment.	Strategy's Expected Result/Impact: Instructional Officers will be on campus providing content area support up to four days a week.				
Staff Responsible for Monitoring: Campus Administrator and C & I Director	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy				
Problem Statements: Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3	Funding Sources: Salaries- Campus Responsibility = 80% of IO Salary - Title I Part A: Allocation - \$57,823.20				
Strategy 11 Details		Reviews			
Strategy 11: Instructional Officer will be provided professional development training in coaching and resources.	Strategy's Expected Result/Impact: Instructional Officer will attend designated conferences and provide training to 100% assigned staff.	Formative		Summative	
Staff Responsible for Monitoring: Campus Administrator, Federal Programs Director	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Nov	Feb	Apr	June
Funding Sources: Salaries for IO (Campus Responsibility is 80% of IO Salary) - Title I Part A: Allocation - \$57,823, Travel . (TEKS Resource Conference, CAMT, CAST, TCEA, ESC20) - Title I Part A: Allocation - \$17,000					
Strategy 12 Details		Reviews			
Strategy 12: By May of 2022, 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.	Formative		Summative	
Staff Responsible for Monitoring: Campus administrators	Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Nov	Feb	Apr	June
Problem Statements: Demographics 1 - Student Achievement 1	Funding Sources: Paraprofessional training - Title I Part A: Allocation - \$3,300, Salaries for Paraprofessional - State Compensatory Education - \$215,144.90				

Strategy 13 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 13: By May of 2021, 100% of campus administration will be provided with training to improve the quality of principals to become better instructional leaders.	Strategy's Expected Result/Impact: Campus administration will attend a minimum of 3 trainings per year. Staff Responsible for Monitoring: Principal, C&I Director				
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - 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: Demographics 1 - Student Achievement 1 Funding Sources: Professional Development for administrators - Title I Part A: Allocation - \$4,500					
Strategy 14 Details		Reviews			
Strategy 14: CSE dyslexia teacher will provide identified dysexic students with needed services.	Strategy's Expected Result/Impact: Increased student achievement on CBA's, benchmarks, and EOY assessments. Staff Responsible for Monitoring: Principal	Formative		Summative	
Schoolwide and Targeted Assisted Title I Elements: 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 - Student Achievement 1		Nov	Feb	Apr	June
Strategy 15 Details		Reviews			
Strategy 15: 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 2022, 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	Formative		Summative	
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 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, Lever 5: Effective Instruction Problem Statements: Technology 1		Nov	Feb	Apr	June

Strategy 16 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 16: If CSCISD achieves 50% Meets, or a "B" in the A-F accountability rating for 2021 in Reading/ELAR , then all district staff will receive 30% of designated compensation pay. Additionally, campuses achieving 50% meets or "B" in A-F accountability rating for 2021, campus staff will receive the remaining 70% designation compensation plan, students' performance will increase from 37.5% to 50% by June of 2021.	Strategy's Expected Result/Impact: By August of 2021, district will achieve 50% or B in ELAR from baseline data of 37.5% to 50%.				
Staff Responsible for Monitoring: Campus Administrator HR Director Federal Programs Director	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Strategic Compensation Plan - Title I Part A: Allocation - \$125,000	Reviews			
Strategy 17 Details		Reviews			
Strategy 17: Campus administration will utilize program software to monitor teachers/staff on T-TESS walk-through and observations.	Strategy's Expected Result/Impact: Campus administration will utilize Talent Ed./Perform program to monitor teachers/staff on T-TESS walkthrough and observations	Formative		Summative	
Staff Responsible for Monitoring: Campus Administrator HR Director	Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3 Funding Sources: Talent Ed - Title I Part A: Allocation - \$2,425	Nov	Feb	Apr	June
Strategy 18 Details		Reviews			
Strategy 18: Provide instructional staff ongoing support in the Gradual Release of Responsibility Framework. (GRR)	Strategy's Expected Result/Impact: By May 2022, 100% of teachers will be trained and/or on GRR.	Formative		Summative	
Staff Responsible for Monitoring: Campus Administration, Instructional Officers,	Schoolwide and Targeted Assisted Title I Elements: 2.4, 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 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Nov	Feb	Apr	June

Strategy 19 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 19: Continue using online platforms to access lesson planning and pacing tools.	Strategy's Expected Result/Impact: Pacing Guides for both semesters will be completed and submitted for Science and Social Studies by May 2022.				
Staff Responsible for Monitoring: Principal, Instructional Officer	Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				
Funding Sources: Access to TEKS Resource System - LCFF - Base - 199-11-6239-03-102-0-11-0-00 - \$4,211.75, Access to Eduphoria - LCFF - Base - 199-11-6239-00-102-0-11-0-00 - \$3,000					
Strategy 20 Details		Reviews			
Strategy 20: Designated campus teachers will attend yearly PD/conferences.	Strategy's Expected Result/Impact: By June 2022 all core content teachers will 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	Schoolwide and Targeted Assisted Title I Elements: 2.4, 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum				
Funding Sources: Approved Professional Development for Teachers - LCFF - Base - 199-13-6411-00-102-0-99-0-00 - \$2,500, Registration and Webinars for Teachers - General Fund - 199-13-6499-00-102-0-99-0-00 - \$2,500					
Strategy 21 Details		Reviews			
Strategy 21: CSE will utilize reading consultants to help motivate students.	Strategy's Expected Result/Impact: By May 2022, CSE will see an increase reading achievement as measured in CLI Engage Assessment and STAR Renaissance from BOY to EOY screeners.				
Staff Responsible for Monitoring: Admin and teachers	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - 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 - School Culture and Climate 1					
Funding Sources: - LCFF - Base - \$1,000					

Strategy 22 Details		Reviews							
		Formative		Summative					
		Nov	Feb	Apr	June				
Strategy 22: 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: Increased student achievement in unit assessments.								
Staff Responsible for Monitoring: Teachers and Admin	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - 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: - LCFF - Base - 199-11-6399-03-102-0-11-0-00 - \$1,995						
Strategy 23 Details		Reviews							
Strategy 23: Provide incentives for students to help promote attendance, reading and student achievement.	Strategy's Expected Result/Impact: 5% increase in passing rates on CBA's Benchmarks and improved attendance from 2021 to 2022.	Staff Responsible for Monitoring: Campus administration and Teacher	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Problem Statements: Demographics 1	Funding Sources: Student Incentives - LCFF - Base - 199-11-6497-00-102-0-11-0-00 - \$4,000	Formative	Summative		
						Nov	Feb	Apr	June
Strategy 24: Purchases additional manipulatives, books, and a laminator to help roll-out PK curriculum.	Strategy's Expected Result/Impact: By May 2022, 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	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - 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: Demographics 1	Funding Sources: - LCFF - Base - 199-13-6399-01-102-0-99-0-00 - \$7,000	Formative	Summative		
						Nov	Feb	Apr	June

Strategy 25 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 25: Campus will supply teachers with testing supplies for STAAR testing.	Strategy's Expected Result/Impact: A decrease in the number of STAR testing irregularities.				
Staff Responsible for Monitoring: Campus administration and Campus Testing Coordinator	Schoolwide and Targeted Assisted Title I Elements: 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, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				
Funding Sources: Testing Supplies - Local - 199-11-6339-01-102-0-11-0-00 - \$2,000					
Strategy 26 Details		Reviews			
Strategy 26: Provide Tier 2 and Tier 3 Math and Reading Intervention and acceleration using Renaissance Learning Suite.	Strategy's Expected Result/Impact: Student BOY and EOY formal assessment data will show one year's growth in Math and Reading	Formative		Summative	
Staff Responsible for Monitoring: Campus Administrator, Teachers, Curriculum and Instruction Director	Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Nov	Feb	Apr	June
Problem Statements: Student Achievement 1		 0%			
Funding Sources: STAR Renaissance Learning Suite - ESSER III - \$67,000					
 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.
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.
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.

Staff Quality, Recruitment, and Retention

Problem Statement 3: The campus has not been able to fill positions with standard certifications. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "

Curriculum, Instruction, and Assessment

Problem Statement 3: The campus has not been able to fill positions with standard certifications. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "

Technology

Problem Statement 1: In 20-21 news 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 return with broken screens or missing chargers and are not able to be used by students.

Goal 1: CSCISD by 2022 will have all campuses rated as a B on state accountability

Performance Objective 2: Performance Objective 2: By May 2022 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	
<p>Strategy 1: Teachers will use math supplemental curriculum and provide necessary professional development to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: By May 2022, CSE will see a 5% decrease in the number of Tier 3 students in Math from BOY to EOY screeners.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Officers, and Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Math Curriculum - Pearlized 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</p>				

Strategy 2 Details	Reviews			
	Formative		Summative	
	Nov	Feb	Apr	June
<p>Strategy 2: If the district achieves 50% Meets, or a "B" in the A-F accountability rating in Math, then all district staff will receive 30% of designated compensation pay. Additionally, campuses achieving 50% Meets, or a "B" in the A-F accountability rating for 2021, campus staff will receive the remaining 70% designated compensation plan, students' performance will increase from 47% to 50% by June 2022.</p> <p>Strategy's Expected Result/Impact: By August of 2022, district will achieve 47% or B in Math from baseline data of 47.5% to 50%.</p> <p>Staff Responsible for Monitoring: Camus Administrator HR Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Strategic Compensation Plan - Title I Part A: Allocation - \$125,000</p>				



No Progress



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 2022 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	
<p>Strategy 1: Teachers will be provided opportunities to attain certification through Educator Preparation Programs (EPPs) to ensure all educators have met highly qualified requirements.,</p> <p>Strategy's Expected Result/Impact: By May of 2022 100% of teachers will be provided opportunities to attain certification through Educator Preparation Programs (EPPs)/ higher education programs in their respective areas.</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3</p>				
Strategy 2 Details	Reviews			
Nov	Feb	Apr	June	
<p>Strategy 2: First year and second-years teachers and permanent substitutes seeking teaching certification, will participate teacher comprehensive mentor program through Region 20.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - 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</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Region 20 Contract - Title I Part A: Allocation - \$42,500, Mentor Stipend (6 mentors for 21-22) - Title I Part A: Allocation - \$12,000</p>				

Strategy 3 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 3: In order for remote instruction to occur and be successful, new computer devices need to be purchased. Strategy's Expected Result/Impact: By May 2022, 100% of students will have devices to provide online curriculum can be accessed at home and students can use programs such as reading at home. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: - State Compensatory Education - \$20,000					
Strategy 4 Details		Reviews			
Strategy 4: Continued use of online platforms to assist in meeting federal guidelines and CIP's. Strategy's Expected Result/Impact: By June of 2022, 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 TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1 Funding Sources: Plan4Learning/title 1 Crates/TransACT - Title I Part A: Allocation - \$8,000		Formative		Summative	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 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.	
Staff Quality, Recruitment, and Retention	
Problem Statement 3: The campus has not been able to fill positions with standard certifications. Root Cause: Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "	
Curriculum, Instruction, and Assessment	
Problem Statement 3: The campus has not been able to fill positions with standard certifications. Root Cause: Lack of certified personnel applying for positions across the district. CSE has more vacancies filled by non certified "permanent sub" positions than other years. "	

Technology

Problem Statement 1: In 20-21 news 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 return with broken screens or missing chargers and are not able to be used by students.

Goal 3: CSCISD by 2022, 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

Targeted or ESF High Priority

Evaluation Data Sources: Survey results
Discipline reports

Strategy 1 Details	Reviews			
	Formative		Summative	
Nov	Feb	Apr	June	
<p>Strategy 1: 1. McKinney Vento Campus Liaisons will attend training's to provide assistance to identified students, and provide school supplies.</p> <p>Strategy's Expected Result/Impact: As a result of training, 90% of McKinney Vento identified students will be on track to be promoted to the next grade.</p> <p>Campus liaisons will attend at least 50% of the trainings offered.</p> <p>Staff Responsible for Monitoring: Campus Administrator Instructional Officer</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Travel - Title I Part A: Allocation - \$17,000</p>				

Strategy 2 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 2: All 4 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 2022, CSCISD should see a 5% increase in parent participation from last year's event.					
Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator					
Schoolwide and Targeted Assisted Title I Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture					
Problem Statements: Demographics 1 - Student Achievement 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			
Strategy 3: McKinney Vento Campus Liaisons will attend required training's to provide assistance to identified students that are not meeting standards.	* transportation *tutoring *College Readiness. *monitor attendance/grades * school supplies. (TEXSHIP funds)				
Strategy's Expected Result/Impact: 100% of McKinney Vento students will be contacted and offered the opportunity of clothing/ Hygiene/School supplies assistance.					
Staff Responsible for Monitoring: Campus Administrator Instructional Officer Federal Programs Director					
Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - 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: Demographics 1					
Funding Sources: Travel - Title I Part A: Allocation - \$3,000					

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: 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.</p> <p>*Supplemental Supplies (materials) for events *Childcare will be provided for young siblings whenever feasible. *Transportation will also be provided to parents</p> <p>Strategy's Expected Result/Impact: By June 2022, we should see a 10% increase in parent & family participation (sign-in sheets)</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Supplies - Title I Part A: Allocation - \$3,000, Federal Programs Service Coordinator Salary - Title I Part A: Parent Involvement - \$29,000</p>				
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus will have a full time parent and family engagement liaison.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: By June 2022, we should see a 10% increase in parent & family participation (sign-in sheets)</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Supplies - Title I Part A: Parent Involvement - \$3,000</p>				

Strategy 6 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 6: 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 2022, 100% of all CSE students will be exposed to diverse community careers.				
Staff Responsible for Monitoring: Principals and Federal Programs Director	Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture				
Problem Statements: School Culture and Climate 1	Funding Sources: Supplies - CTE (Local) - \$300				
Strategy 7 Details		Reviews			
Strategy 7: By May of 2022, 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 2022, 75% of parents/families signed up and will be using the remind message app.	Formative		Summative	
Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator	Schoolwide and Targeted Assisted Title I Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Nov	Feb	Apr	June
Problem Statements: Parent and Community Engagement 1	Funding Sources: Access to Remind 101 - Local - 19923639900102099000 - \$1,062				
Strategy 8 Details		Reviews			
Strategy 8: 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 2022, 100 % of the comprehensive counseling program will be completed.	Formative		Summative	
Staff Responsible for Monitoring: Campus Administrator	Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Nov	Feb	Apr	June
Problem Statements: School Culture and Climate 1	Funding Sources: Region 20 Consultants - technical assistance - Title I Part A: Allocation - \$1,250, Misc Con Services - Title V - \$1,500				

Strategy 9 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 9: 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 2022, 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	Schoolwide and Targeted Assisted Title I Elements: 2.5 - 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: Demographics 1				
Strategy 10 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 10: 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 2022, 100% of 3rd grade students will be assessed using the fitness gram evaluation tool.				
Staff Responsible for Monitoring: Campus Administrator Campus Physical Activity Teacher	Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 11 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 11: By July of 2022 100% of 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: To have a 5% district participating throughout the summer events. Participation will be measured by the amount of online participants during the live events.	Staff Responsible for Monitoring: The Federal Programs Service Coordinator				
Schoolwide and Targeted Assisted Title I Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 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 12 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 12: 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					
Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Problem Statements: School Culture and Climate 1				
Strategy 13 Details		Reviews			
		Formative		Summative	
		Nov	Feb	Apr	June
Strategy 13: CSE Counselors will attend mental health trainings to implement SEL protocols.	Strategy's Expected Result/Impact: The counselors will attend 100% of required trainings to implement SEL protocols				
Staff Responsible for Monitoring: Principal, Counselors, Federal Programs Director					
Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - 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: Travel - LCFF - Base - \$600					

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
	0%			
<p>Strategy 14: By January of 2022, all campuses will have purchased the needed PPE supplies as per Return to School Safety Plan.</p> <p>Strategy's Expected Result/Impact: By January of 2022, 100% of campus will have the PPE supplies needed to return back to school safely.</p> <p>Staff Responsible for Monitoring: Campus Administration Student Services Director</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: PPE Supplies - ESSER II - \$15,000</p>				
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.
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.
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: COVID-19 has caused all campuses to utilize various methods of offering Parent and Family Engagement for occasions when face-to-face engagement is not feasible (virtual, parades, etc). Root Cause: Due to ever-changing COVID-19 condition, Parent and Family Engagement events may, on occasion, not be offered in person like in previous years.

State Compensatory

Budget for Carrizo Springs Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

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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
DSERNA	para-professional PK	1
GNIETO	PARA-PROFESSIONAL PK	1
ISCHELL	PARA-INTERVENTION	1
JCRUZ	PK TEACHER	1
JMATA	PARA-INTERVENTION	1
Icontreras	para-professional 2nd grade	1
MECASTRO	PK PARAPROFESSIONAL	1
PRODRIGUEZ	para-professional 1ST grade	1
SJSMARTINEZ	PK TEACHER	1
SRIJAS	PK TEACHER	1
VRUBALCAVA	PK TEACHER	1

Title I Personnel

Name	Position	Program	FTE
Christy Ward	Instructional Officer	Title I	1

Campus Funding Summary

CTE (Local)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Supplies		\$300.00
					Sub-Total
					\$300.00
General Fund					
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	20	Registration and Webinars for Teachers	199-13-6499-00-102-0-99-0-00	\$2,500.00
					Sub-Total
					\$3,700.00
LCFF - Base					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Access to Eduphoria	199-11-6239-00-102-0-11-0-00	\$3,000.00
1	1	19	Access to TEKS Resource System	199-11-6239-03-102-0-11-0-00	\$4,211.75
1	1	20	Approved Professional Development for Teachers	199-13-6411-00-102-0-99-0-00	\$2,500.00
1	1	21			\$1,000.00
1	1	22		199-11-6399-03-102-0-11-0-00	\$1,995.00
1	1	23	Student Incentives	199-11-6497-00-102-0-11-0-00	\$4,000.00
1	1	24		199-13-6399-01-102-0-99-0-00	\$7,000.00
3	1	13	Travel		\$600.00
					Sub-Total
					\$24,306.75
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Personnel salaries		\$132,044.00
1	1	4	Salary for 2 Interventionists & 3 Para 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	7	Supplies		\$3,000.00
2	1	3			\$20,000.00
					Sub-Total
					\$355,520.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Salary		\$10,000.00
1	2	1	Math curriculum - Sharon Wells	255-13-6299-102-12-4-000	\$25,000.00
1	2	1	Math Curriculum - Pearlized math	289-13-6299-00-102-024-000	\$21,275.00
					Sub-Total \$56,275.00
Title I Part A: Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Personnel - extra duty pay		\$5,500.00
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	10	Salaries- Campus Responsibility = 80% of IO Salary		\$57,823.20
1	1	11	Salaries for IO (Campus Responsibility is 80% of IO Salary)		\$57,823.00
1	1	11	Travel . (TEKS Resource Conference, CAMT, CAST, TCEA,ESC20)		\$17,000.00
1	1	12	Paraprofessional training		\$3,300.00
1	1	13	Professional Development for administrators		\$4,500.00
1	1	16	Strategic Compensation Plan		\$125,000.00
1	1	17	Talent Ed		\$2,425.00
1	2	2	Strategic Compensation Plan		\$125,000.00
2	1	2	Region 20 Contract		\$42,500.00
2	1	2	Mentor Stipend (6 mentors for 21-22)		\$12,000.00
2	1	4	Plan4Learning/title 1 Crates/TransACT		\$8,000.00
3	1	1	Travel		\$17,000.00
3	1	3	Travel		\$3,000.00
3	1	4	Supplies		\$3,000.00
3	1	8	Region 20 Consultants - technical assistance		\$1,250.00
					Sub-Total \$613,121.20

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	4	Federal Programs Service Coordinator Salary		\$29,000.00

Title I Part A: Parent Involvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Supplies		\$3,000.00
3	1	11	Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions.		\$6,000.00
Sub-Total					\$46,000.00

Title I, Part A Allocations

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Access to Reading Plus	211-11-6299-01-102-224-000	\$12,450.00
Sub-Total					\$12,450.00

State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	Salaries for Paraprofessional		\$215,144.90
Sub-Total					\$215,144.90

Special Education

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
Sub-Total					\$600.00

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	25	Testing Supplies	199-11-6339-01-102-0-11-0-00	\$2,000.00
3	1	7	Access to Remind 101	19923639900102099000	\$1,062.00
Sub-Total					\$3,062.00

Title V

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	8	Misc Con Services		\$1,500.00
Sub-Total					\$1,500.00

ESSER II

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	14	PPE Supplies		\$15,000.00
Sub-Total					\$15,000.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	26	STAR Renaissance Learning Suite		\$67,000.00
					Sub-Total \$67,000.00
					Grand Total \$1,413,979.85

Addendums