

Carrizo Springs Independent School District

Carrizo Springs Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020
Public Presentation Date: October 20, 2020

Mission Statement

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

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

Motto: "Kids are first at CSCISD

Vision

“Inspiring lifelong learners.”

Value 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 800 students ranging in ages from 4 years old to 9 years old. CSE has 47 certified teachers, 33 aides, 5 custodians, and 8 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 in order to better serve our community. 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 students' 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 neighbor towns and return as well as students that move up-north and return. The oilfield industry brought an influx of students into our district that moved around a lot due to their parent's 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 as well. CSE has an attendance rate of 95.71%. Over the past three to five years the trend in attendance is that it starts off well at the beginning of the year but begins to drop 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, and 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 sickness

• **Students Race/Ethnicity**

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

Student Performance

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

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

CSE went from a D rating in 2017-2018 to a B rating in 2018-2019. Reading had at 72% in 2018 and a 85% in 2019. Math had 71% in 2018 and 80% in 2019. Benchmark testing is conducted twice a year followed by extended day tutorials and classroom interventions.

Teachers

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

Students are provided devices to allow them to be technologically in tune with their academic studies. Kindergarten to second grade has been issued iPads and third-grade 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, and 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 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. Many topics are studied and reinforced with necessary and appropriate presentations such as Cyberbullying, Aggression, and Drug Awareness. Students are provided College and Career Readiness through such functions as Job Fair held yearly.

STAAR Reading 2019															
	All Students	Special Population													
		SpEd	At Risk	Eco Dis	Migrant	Bilingual	GT	Asian	Black/African	Hispanic	2 or more races	White	McKinney Vento	Male	Female
Number of Students	131	16	70	107	7	6	8	0	1	125	2	3	4	64	67
Approaches	113=86%	44%	73%	83%	86%	100%	100%	N/A	100%	86%	50%	100%	100%	80%	91%
Meets	59=45%	13%	26%	36%	29%	33%	86%	N/A	100%	43%	50%	100%	100%	39%	51%
Masters	35=27%	0%	12%	19%	14%	0%	75%	N/A	100%	25%	50%	67%	75%	22%	31%
Did not Meet	18= 14%														
STAAR Reading 2018															
	All Students	Special Population													
		SpEd	At Risk	Eco Dis	Migrant	Bilingual	GT	Asian	Black/African	Hispanic	2 or more races	White	McKinney Vento	Male	Female
Number of Students	152	18	77	115	9	24	13	2	0	144	2	7	10	73	79
Approaches	109=72%	28	47	68	28	63	100	100	N/A	72	50	71	60	63	80
Meets	30	0	10	25	0	25	100	100	N/A	26	50	71	0	30	29
Masters	21	0	6	17	0	17	85	50	N/A	20	50	29	0	22	20
Did not Meet	43= 28%														

Demographics Strengths

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

Social Studies

2019-2020 Achievement Summary

1. All students showed improvement on the social studies CBAs in all three categories.

Grading Period Approaches Meets Masters

First	60	41	2
Second	82	77	35
Third	78	77	23
Fourth	78	80	38
Fifth	80	79	68

2019-2020 Student Academic Achievement Strengths

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

2019-2020 Student Academic Achievement Weaknesses

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

Reading CNA Questions

Third Grade

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

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

All Students 2019 STAAR Benchmark 1 2020 Progress

Approaches	86%	65%	-21%
Meets	45%	23%	-22%
Masters	27%	9%	-16%
Did not meet	14%	77%	-63%

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.

2019-2020 Student Academic Achievement Summary

2019-2020 Student Academic Achievement Summary															STAAR Reading 2019	
	All Students	Special Population													Male	Female
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Meets	30	0	10	25	0	25	100	100	N/A	26	50	71	0	30	29
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Did not Meet	43= 28%														

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 Classroom 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 G)

- 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)
- 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, the district has had to move to a Asynchronous Plan of Instruction - 100% remote learning for the first 8 weeks of school.

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.

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.

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 recieved training on Cooperative Learning In The Classroom: Addressing The Needs of Diverse Learners, Harry Wong's Classroom Management, Strategies workig with Students. The retention rate for paraprofessionals is high in that all paraprofessionals have stayed working with the campus there is not much turn over.

Retenton for teachers this year was high in that we lost 6 teachers one left on her own will, others left to family issues.

Campus 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 eithe through classroom techniques or classroom management. Teachers share ideas with their grade levels in of heduring their PLC's to help their colleagues.

Teachers funded with SCE funds are evaluated every year. Due to COVID 19 teachers are in need of training for providing online instruction. Teachers responded to survey saying they needed training to help them deliver online instruction.

Teachers have participated in webinars that took the place of face to face trainings. Throughout the summer teachers have been in training to learn the different online platforms. Trainings have been provided since school shut down through webinars and conferences have been replaced through virtual presentation. Presenters provide email and phone number if any questions are still in question. Admins need to monitor to make sure implementation takes place in the 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 basically say 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.

The campus has security doors in place, visitors must first check into the office before being allowed to enter the campus. If a questions comes up principal speaks with parent in some cases principal will escort parent to classroom. Officer is on campus during the day, Staff members do feel safe with all safety precautions in place.

Campus has a CAT Committee who makes recommendations to the DAT.

PERSONNEL – POLICY AND PROCEDURES

HR usually participates in career fairs and college fairs in search of personel.

PRACTICES

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 planned will be to help with online instruction delivery.

Concerns are brought to the CAT/DAT committee and recommendations are made. Grade levels participate in PLC'S weekly and they review data and together discuss what adjustments need to be made.

When it comes to making recommendations and decisions principal discusses issues with GLC's and GLC's discuss with grade level for their input. Then decision is made to make sure teachers have a say in the decision that is being 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 where the students are.

Goals will be discussed with grade levels and strategies to be used will be determined by grade levels. What expectations exist for formative and summative reviews? 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.

68. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized? Campus/grade levels review their data and determine what is causing students to not master objectives being taught. Once root cause is identified, those needs will be addressed in order to bring up students to par.

69. Is the campus focused on improving student academic achievement? Yes, campus has shown a steady increase in student assessment scores for the past three years. This year however due to COVID 19 state testing was canceled and no new assessment data is available. Current ratings are a "B" which was earned in 2019. Is there a sense of urgency and strong commitment? Yes, teachers plan according to what their data tells them. What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement? Teachers follow the curriculum and target instruction based on data.

70. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments? Note: The HB3 Plans require a monitoring calendar for when each progress measure and goal result will be reported to the board. This can be one and the same.

Currently working on these goals.

PROCEDURES

76. How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc. Everything is based on data, 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. Due to COVID 19 summer school was not provided to students. Extended day was being provided to students then after spring break school was shut down and went to distance learning.

77. How do we provide equitable services to all students? Discuss the status of equity of services for all students. All students needs are taken into consideration. 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.

78. What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary. Due to COVID 19 this year we were not able to provide transition visits to the next campus due to the schools being closed. The next best thing that was done was a video was done introducing all the staff and giving a brief description of what to expect the following year. Video was posted on website.

79. What is our classroom management plan? Discuss 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 interventions. Teachers know they must contact parents and provide interventions in the classroom before sending students to the office for minor infractions. If students are sent to the office for minor infractions then admins do speak to teachers about what constitutes a referral and what can be handled in the classroom. Majority of discipline is handled in the classroom. Major infractions are sent to the office and dealt with effectively.

80. What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate. If students come to the office for bullying counselors speak to the students to determine if the incident really is a case of bullying. Once determination is made counselor speaks to students involved and issues are resolved.

81. What is our plan for school safety drills? How do we know that students and staff are well-trained? (Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document. Safety drills are done monthly and scheduled with officer and admin. Teachers do not know when a drill will occur.

82. How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

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 or parents.

Staff Quality, Recruitment, and Retention Strengths

Mentor's and training provided. Stipends offered to high need areas.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): The campus has not been able to fill positions with a standard bilingual certification. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous 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. See question 29 for additional details.

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

Performance Level Summary by Each Program Area

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

Source: TEA 2019 RDA

Groups are staged for the following:

Bil/ESL

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

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

*RO=Report Only

	TELPAS Begin PL Rate	TELPAS Comp Rating Level
2019	RO	RO

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

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

CTE: Does not apply to elementary campus.

ESSA

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

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

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

SPED

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

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

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

*RO=Report Only

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

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

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

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

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

on historical performance data (see performance levels in question 30).

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

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

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

The performance of special education students tend to lag behind their general education peers in terms of school and assessment performance. Approximately ninety-five percent of students receive passing grades in all core subject areas based on their IEP implementation and accommodations, the performance of this group of students in state assessments tends to be below expectations at approximately twenty-five percent (25%). Students diagnosed with speech problems tend to outperform their peers who are identified with a learning disability. All speech students tend to pass all core subjects and state assessments without the need of accommodations in 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 pers without the need of accommodations. Approximately twenty-five percent of sped students with learning disabilities perform as their grade level peers with appropriate accommodations and IEP implementation. Students served in gifted and talented are involved in project based learning and tend to outperform their general education peers in all core subject areas. Teaching staff are provided professional development in second language, gifted and talented and special

education supports. All teachers regardless of demographics served are introduced with strategies for differentiated instruction.

Based on both formative and summative assessments GT students outperform their general ed peers in reading and math scoring consistently above 90% or higher. Bilingual students show progress in achievement as the school year progresses scoring satisfactory with over 75% of this student population. Special education students also show academic progress although still lag behind their general ed peers with only approximately 50% of the student population being proficient in reading and math, although their achievement tends to be higher in science and social studies. The majority of students performing as their general ed peers include students diagnosed with speech impediments while students with specific learning disabilities continue to be behind in achievement at grade level compared to their general ed peers. Teachers are provided with professional development including project based learning, addressing special needs students (G/T & SPED), secondary language support and ELPS (bil) and local training for sped, bilingual and G/T students and parents through the curriculum, instruction and assessment office. CTE and high school allotment does not apply to elementary campus.

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

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

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

A data driven PLC agenda was developed for teacher teams to review student data and performance in a weekly basis through structured PLC time. Teachers review data and strategies which are implemented in tier 1 core instruction and tier 2 interventions. 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
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, common planning times for grade levels.

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.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and Community Engagement Summary

We have 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, work, 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) The number would have been higher.

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.

Dimmit County has little to no incidents dealing with crime. The area is considered to be 18% safer than other parts of the country. Carrizo Springs CISD is not in need of a juvenile detention center. We have one located in Jourdanton, Texas about 89 miles away from us. Currently, Carrizo Springs Elementary we had 8 students In-School suspensions in the 2019-2020 school year and 2 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 about 12 miles away that offers a small variety of courses. Their main branch is located about 45 miles away from Dimmit County. We have limited interaction with them with the exception of inviting them to speak to our children and attend college/career fairs.

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

Participation rates for Family Engagement are measured by the number of parents that come to the school and sign-in that they attended a Parent and Family Engagement event. 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.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 for all campuses we assessed how welcome parent/families feel at each campus:

CSE 288 parents responded to the survey. 89.5% of the parents responded that they feel quite a bit or extremely welcomed. 1.7% of parents out of 288 stated that they do not feel welcomed.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 for all campuses we assessed the communication preferences for the parent/families at each campus out of 288 responses.

- 93.8% effective using Remind text messages
- 41% effective for flyers /letters, etc sent home with the student
- 33.7% effective for Messenger callouts
- 27.8% effective for personal phone calls
- 26.4% effective using the CSE School social media Facebook page
- 14.9% effective is the CSCID 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 the participation comes back low, we start asking parents from each subgroup to be part of the committee. Throughout the meeting, we are constantly asking 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.

CSE had a goal of 838 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 19-20 school year. They had a total of 2,573 parents attend parent and family engagement events for the 19-20 school year. This was almost double the number of families needed to meet their 10% increase goal.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 for all campuses we assessed how welcome parent/families feel at each campus:

CSE 299 parents responded to the survey. 82.9% of the parents responded that they feel quite a bit or extremely welcomed. 2.0% of parents out of 299 stated that they do not feel welcomed.

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.

For example, CSJH was having a report card pick-up night and the truancy department was present offering information on truancy and how many days are allowed and when students are considered as being at risk of not getting full credit for classes or needing to make up hours.

Carrizo Springs Parent and Family Engagement program is supported by the community. For example, we had SM Energy provide dinner to all of the CSJH students and families that attended the CSJH Meet the Teacher Parent and Family Engagement Event in August of 2019. We also had HEB sponsor a Parent and Family Engagement event for CSE on a different occasion. We also had over

30 people/community members' sign-up for the CSE Trunk a Treat Family Night. The local ambulance business fed all of the families for a parent and family engagement event. We have high levels of community support for Parent and Family Engagement events.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of April of 2019 for all campuses we assessed how effective communication was at each campus and which method parents prefer:

CSE 93.6% of parents agreed that Remind text messages were the way they would prefer to receive communications. 40.8% of parents agreed that they would like to receive letters and flyers and their preferred communication method.

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

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 going home for parents into English & Spanish.
- Newspaper articles will also be published in Spanish.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 44.5% of parents wanted Parent and Family Engagement events to be from 5:30-7:00 P.M. & 37.19% 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.

Due to the COVID-19 pandemic students and families can not come to the school to attend Parent and Family Engagement sessions. Each campus will be offering virtual Parent and Family engagement events throughout the 2020-2021 school year.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 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 51.2% of parents would like to see the parental involvement funds used on technology resources for parents and families.

Parent and Community Engagement Strengths

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.

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Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement. **Root Cause:** Parent and Family Engagement events can not be offered in person like in previous years.

Problem Statement 2: CSE had 2,077 parents attend last year, but this is only about 50% of the same parents attending parent and family engagement events. 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.

Problem Statement 4: 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 do not have enough minutes in the day, resources and evaluation tools.

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 and several homebound teachers. The new guidelines will allow the district to assist these students with daycare. 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 2020-2021 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, 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 57 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 Region 20 and our numbers have increased. 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%.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): CSE Teachers do not feel appreciated **Root Cause:** 54% of CSE teachers stated there is a need to work on campus climate.

Technology

Technology Summary

1. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology. 2nd Grade

Each second grader has an IPAD that is used within the classroom, however many apps such as Google classroom and HMH Digital are difficult to access on the IPAD. We are suggesting that students would benefit more from Chromebooks which would allow easier access to online apps and assignments on Google Classroom, HMH digital program, AR Reading, Brainpop, Sharon Wells paper/digital, Studies Weekly(Social Studies), Pearson Science, and Youtube videos for extra support.

Due to Covid 19 we also need to meet the distance learning needs that we are being faced with.

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 while teaching online instruction. As per my meeting on June 16, 2020, 9 out of the 9 teachers are lacking microphones and webcams in their classrooms. Based on virtual learning requirements, we will need these items to be successful with distance learning. According to 2019-2020 enrollment, we will need approximately 190 iPads for our incoming 2nd grade students.

Platforms:

Google Meets, Google Classroom, ZOOM and Screencastify

Staff Development:

Teachers will need training on how to access and utilize Google Classroom, 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.

1. Do we have a plan for the integration of technology?

Teachers will use Google Meets or ZOOM for live meetings. We will also use Google Meets and Screencastify for previously recorded online instruction. 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.

Explain findings on how technology is integrated into instructional and administrative Programs.

Students currently use the IPADs to access reading programs such as AR testing, EPIC, Pearson Math and Science, Quizizz, and Google Classroom.

Teachers will increase the use of technology by integrating more of Google Classroom into content instruction for online learning. Students will use Google Classroom to work on assignments and turn in work.

1. How are instructional materials available online evaluated for appropriateness and accuracy?

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.

1. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

Every student in second grade has an IPAD. IPADS are outdated and do not have the required updates for some of the learning apps that would benefit students.

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

pk

1. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

Due to the COVID 19 and going to digital learning our plan would be for

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

1. Do we have a plan for the integration of technology?

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

IXL Math

IXL Reading

Starfall More

Google Meets/Zoom

Explain findings on how technology is integrated into instructional and administrative programs.

1. How are instructional materials available online evaluated for appropriateness and accuracy?

CLI Engage Data

Pre-K Checklist

1. What technology is available? Is it available for all students? All staff?

According to meeting with pre-k staff about going digital due to the COVID 19 the following information resulted:

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

What barriers reduce the use of technology?

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.

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

Kinder

1. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

Our personalized technology plan is to guarantee all students have the 20 minutes of recommended iRead time as recommended by our curriculum. Our grade level 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.

2. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and

administrative programs.

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.

3. How are instructional materials available online evaluated for appropriateness and accuracy?

It is research based and aligned to HMH curriculum. In addition, HMH curriculum is aligned to TRS. Alignment document 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.

4. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

We have 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.

1st grade

1. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

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 2020-2021 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.

1. Do we have a plan for the integration of technology?

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.

Explain **findings** on *how technology is integrated* into instructional and administrative

Programs.

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.

1. How are instructional materials available online **evaluated for appropriateness and accuracy?**

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.

1. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

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

3rd Grade

1. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

Each third grade teacher has a mobile computer cart containing 25 chromebooks which are 4 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 2020-2021 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.

1. Do we have a plan for the integration of technology?

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.

Explain findings on how technology is integrated into instructional and administrative Programs.

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, NumberRock, Homeschool Pop, etc. Google

Classroom is implemented by teachers at various levels.

We will continue using the above-mentioned programs, but will increase implementation of Google Classroom, Forms, and Sheets as staff development is provided.

1. How are instructional materials available online evaluated for appropriateness and accuracy?

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.

1. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

Every student in third grade has a chromebook.

All third grade teachers have a laptop and Cleartouch Interactive Boards. But we lack cameras and microphones for distance learning.

Lack of staff development is the number one barrier in the integration of technology.

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. Have good wi fi. Document cameras and every classroom has a clear touch screens. Each campus has a technology person to help with problems. Teachers are offered to attend technology trainings.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Based on the help desk report 121 tickets were submitted based on ipad concerns, freezing, being kicked off the wi fi, not being able to load new apps, not being able to update software students have not been able to use their electronic device to the full potential. Online components of current ELA adoption is not being fully implemented due to the ongoing problems with the devices. Even after service was done issues were still not solved. Some chrome books would also freeze and had to be restarted. Based on these findings we need new devices for CSE in order to provide online learning due to the current COVID pandemic. Pk would need 110 ipads for students and any new students that might come in during the year. Kinder would need 175 ipads, first would need 175 ipads and 2nd would need 190 chromebooks, 3rd would need new 180 chromebooks in order to provide online learning for their students using the programs we have available. **Root Cause:** Devices are too old and are no longer compatible with the updates available. Therefore apps don't work correctly or at all. CSE needs to update devices in order for virtual or home learning to occur.

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 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 3: The campus has not been able to fill positions with a standard bilingual certification.

Root Cause 3: Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

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

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 5: CSE Teachers do not feel appreciated

Root Cause 5: 54% of CSE teachers stated there is a need to work on campus climate.

Problem Statement 5 Areas: School Context and Organization

Problem Statement 6: Based on the help desk report 121 tickets were submitted based on ipad concerns, freezing, being kicked off the wi fi, not being able to load new apps, not being able to update software students have not been able to use their electronic device to the full potential. Online components of current ELA adoption is not being fully implemented due to the ongoing problems with the devices. Even after service was done issues were still not solved. Some chrome books would also freeze and had to be restarted. Based on these finding we need new devices for CSE in order to provide online learning due to the current COVID pandemic. Pk would need 110 ipads for students and any new students that might come in during the year. Kinder would need 175 ipads, first would need 175 ipads and 2nd would need 190 chromebooks, 3rd would need new 180 chromebooks in order to provide online learning for their students using the programs we have available.

Root Cause 6: Devices are too old and are no longer compatible with the updates available. Therefore apps don't work correctly or at all. CSE needs to update devices in order for virtual or home learning to occur.

Problem Statement 6 Areas: Technology

Problem Statement 7: COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement.

Root Cause 7: Parent and Family Engagement events can not be offered in person like in previous years.

Problem Statement 7 Areas: Parent and Community Engagement

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

- 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

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
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- 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

Goals

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

Performance Objective 1: Performance Objective: By May 2021 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 the new TEKS and align the new curriculum (reading and writing) with 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. Train instructional staff in the writing process to align with the new 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

<p>Strategy 1: Third grade teachers will supplement the Reading initiative by using the software program (Reading Plus) for all sub-populations to close literacy gaps.</p> <p>Strategy's Expected Result/Impact: Increase reading fluency and comprehension on CBA's, benchmarks, & EOY assessments, STAAR</p> <p>Staff Responsible for Monitoring: ELA Teachers</p> <p>Title I Schoolwide 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 - Student Achievement 1</p> <p>Funding Sources: Reading Plus - Title I, Part A Allocations - \$12,450</p>	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: Increased passing rates on TELPAS and STAAR</p> <p>Staff Responsible for Monitoring: Campus LPAC Committee</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: Pre-kindergarten Teachers 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: Improved scores on CLI Engage assessments.</p> <p>Staff Responsible for Monitoring: Principal/ Vice Principals, I.O., Teachers and Aides</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Personnel salaries - State Compensatory Education - \$129,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 4: ELA Interventionist 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)</p> <p>Strategy's Expected Result/Impact: By June of 2021, swill have increased reading fluency and comprehension scores by 5%..</p> <p>Staff Responsible for Monitoring: Teachers Intervention Teacher</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Personnel - State Compensatory Education - \$175,000, Supplies to include software programs - State Compensatory Education - 5000.00 - \$5,000, Travel - State Compensatory Education - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 5: Summer planning for teachers during summer to prepare for 20-21 SY. Provide necessary resources to provide intervention for all student subpops: Migrant, LEP, at risk, SPED, to close gaps</p> <p>Strategy's Expected Result/Impact: By June of 2021, STAAR results for 3RD, Benchmark for k-2nd will improve by 5%..</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Administrator Summer School Coordinator</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Personnel - extra duty pay - Title I Part A: Allocation - \$5,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 6: SpEd teachers will provide guidance to Instructional Assistants based on skills supporting IEP goals and objectives who provide inclusion support; provide time for speech language pathologist to consult with gen. ed. teachers to discuss student issues.</p> <p>Strategy's Expected Result/Impact: Continued student improvement on CBA's, Benchmarks, and EOY assessments.</p> <p>Staff Responsible for Monitoring: Certified SpEd teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Personnel Salaries - Special Education</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 7: Provide summer school (extended year) for all students not meeting standards set by district to help close achievement gaps.</p> <p>Strategy's Expected Result/Impact: By July of 2021, teachers will provide supplemental instruction to 100 % of students meeting summer school requirement to meet academic standards.</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Program</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Summer School Salaries (teachers and para-professionals) - State Compensatory Education - \$110,000, Supplies - State Compensatory Education - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 8: Provide extended day for students not meeting campus/state standards.</p> <p>Strategy's Expected Result/Impact: Increase in student performance toward 'Meets expectations' on ELAR and Math summative assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Director</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Teacher extra duty pay - State Compensatory Education - \$17,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 9: Migrant tutors will assist those students most in need and closing the gap.</p> <p>Strategy's Expected Result/Impact: By May of 2021, 100% of tutor's will assist in the classroom to migrant students based on their needs - PFS students will have first priority.</p> <p>Staff Responsible for Monitoring: Campus Administrator Region 20 SSA Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Salary - Title I - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 10: CSE will provide retention intervention prevention camp to prevent retention.</p> <p>Strategy's Expected Result/Impact: Prevention retentions and provide interventions for students.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salaries - State Compensatory Education - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 11: 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.</p> <p>Strategy's Expected Result/Impact: Instructional Officers will be on campus providing content area support up to four days a week.</p> <p>Staff Responsible for Monitoring: Campus Administrator and C & I Director</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Salaries - Title I Part A: Allocation - \$238,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 12: Instructional officer will provided professional development training in coaching and resources. (TEKS Resource Conference, CAMT, CAST, TCEA)</p> <p>Strategy's Expected Result/Impact: Instructional Officer will attend designated conferences and provide training to 100% assigned staff.</p> <p>Staff Responsible for Monitoring: Campus Administrator, Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Salaries - Title I Part A: Allocation - \$232,000, Travel - Title I Part A: Allocation - \$17,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 13: By May of 2021, 80% of para-professionals working with At-Risk students will be provided training. All students and sub populations will be provided vocabulary strategies and small group instruction.</p> <p>Strategy's Expected Result/Impact: By June of 2021, there will be a 5% increase in at-risk students that were provided instruction by para-professionals.</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Paraprofessional training - Title I Part A: Allocation - \$3,300</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 14: By May of 2021, 100% of campus administration will be provided with training to improve the quality of principals to become better instructional leaders.</p> <p>Strategy's Expected Result/Impact: Campus administration will attend a minimum of 3 trainings per year.</p> <p>Staff Responsible for Monitoring: principal</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: principal training - Title I Part A: Allocation - \$700</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 15: CSE dyslexia teacher will provide identified dyslexic students with needed services.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on CBA's, benchmarks, and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 16: Teachers, students and parents will be surveyed - technology. Teachers will be provided with PD to assist students in closing the gap.</p> <p>Strategy's Expected Result/Impact: By May of 2021 90% of teachers and students will be evaluated o understand the environmental factors, skills, access levels and classroom factors that shape the impact of technology in a school district using clarity survey</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Director</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Student Achievement 1 - Technology 1</p> <p>Funding Sources: Training and PD - Title I Part A: Allocation - \$30,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 17: 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.</p> <p>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%.</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director Federal Programs Director</p> <p>Title I Schoolwide 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</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Strategic Compensation Plan - Title I Part A: Allocation - \$125,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 18: Campus administration will utilize a program software to assist them to monitor teachers/staff on T-TESS walk-through and observations.</p> <p>Strategy's Expected Result/Impact: Campus administration will utilize Talent Ed./Perform program to monitor teachers/staff on T-TESS walkthrough and observations</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Talent Ed - Title I Part A: Allocation - \$2,425</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 19: CSE will provide evening tutoring sessions in all 4 core content areas during the eight week (6 weeks) remaining during the remote learning instruction for parents and students needing assistance. If the remote learning continues, past the designated 8 week period - campuses will review and determine continuing services.</p> <p>Strategy's Expected Result/Impact: 100% of parent and student requests for assistance will be addressed.</p> <p>Staff Responsible for Monitoring: Campus Designated Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: - Title I Part A: Allocation - \$9,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 20: Continue to train instructional staff in the Gradual Release of Responsibility Framework (GRR).</p> <p>Strategy's Expected Result/Impact: By May 2021, 100% of teachers will be trained on GRR.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Officers</p> <p>Title I Schoolwide 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</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
				

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.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The campus has not been able to fill positions with a standard bilingual certification. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

Technology

Problem Statement 1: Based on the help desk report 121 tickets were submitted based on ipad concerns, freezing, being kicked off the wi fi, not being able to load new apps, not being able to update software students have not been able to use their electronic device to the full potential. Online components of current ELA adoption is not being fully implemented due to the ongoing problems with the devices. Even after service was done issues were still not solved. Some chrome books would also freeze and had to be restarted. Based on these finding we need new devices for CSE in order to provide online learning due to the current COVID pandemic. Pk would need 110 ipads for students and any new students that might come in during the year. Kinder would need 175 ipads, first would need 175 ipads and 2nd would need 190 chromebooks, 3rd would need new 180 chromebooks in order to provide online learning for their students using the programs we have available. **Root Cause:** Devices are too old and are no longer compatible with the updates available. Therefore apps don't work correctly or at all. CSE needs to update devices in order for virtual or home learning to occur.

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

Performance Objective 2: Performance Objective 2: By May 2021 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

<p>Strategy 1: Teachers will use math supplemental curriculum; provide necessary professional development to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased math scores on CBA's, Benchmark's, and EOY assessments.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Math curriculum - Sharon Wells - Title I - \$36,411.52, Math Curriculum - Pearlized math - Title I - \$18,145</p>	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 2021.</p> <p>Strategy's Expected Result/Impact: By August of 2021, 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>Title I Schoolwide 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: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Strategic Compensation Plan - Title I Part A: Allocation - \$125,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 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.

Staff Quality, Recruitment, and Retention

Problem Statement 1: The campus has not been able to fill positions with a standard bilingual certification. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

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.

<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 2021 100% of teachers will be provided opportunities to attain certification through Educator Preparation Programs (EPPs)/ higher education programs in, Bilingual/ESL and SPED certification.</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director</p> <p>Title I Schoolwide 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 1</p> <p>Funding Sources: Travel - Title I - \$12,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: New teachers and permanent substitutes to the district, will be part of the teacher comprehensive mentor program through Region 20.</p> <p>Strategy's Expected Result/Impact: By May of 2021, 100% of new teachers will be part of the teacher comprehensive mentor program.</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director</p> <p>Title I Schoolwide 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 1</p> <p>Funding Sources: Region 20 Contract - Title I Part A: Allocation - \$42,500, Mentor Stipend - Title I Part A: Allocation - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 3: In order for remote instruction to occur and be successful new computer devices need to be purchased.</p> <p>Strategy's Expected Result/Impact: By September 2020, 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.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Online and remote instruction for students. - State Compensatory Education - \$200,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 4: Continued use of Plan4learning and Title I Crates; program to assist in meeting federal guidelines and CIP's.</p> <p>Strategy's Expected Result/Impact: By June of 2021, 100% of required documents will be completed and uploaded to meet state and federal compliance purposes/requirements.</p> <p>Staff Responsible for Monitoring: Principal and Federal Programs Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: - Title I Part A: Allocation - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: The campus has not been able to fill positions with a standard bilingual certification. Root Cause: Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.</p>
Technology
<p>Problem Statement 1: Based on the help desk report 121 tickets were submitted based on ipad concerns, freezing, being kicked off the wi fi, not being able to load new apps, not being able to update software students have not been able to use their electronic device to the full potential. Online components of current ELA adoption is not being fully implemented due to the ongoing problems with the devices. Even after service was done issues were still not solved. Some chrome books would also freeze and had to be restarted. Based on these finding we need new devices for CSE in order to provide online learning due to the current COVID pandemic. Pk would need 110 ipads for students and any new students that might come in during the year. Kinder would need 175 ipads, first would need 175 ipads and 2nd would need 190 chromebooks, 3rd would need new 180 chromebooks in order to provide online learning for their students using the programs we have available. Root Cause: Devices are too old and are no longer compatible with the updates available. Therefore apps don't work correctly or at all. CSE needs to update devices in order for virtual or home learning to occur.</p>

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

<p>Strategy 1: 1. McKinney Vento Campus Liaisons will attend training's to provide assistance to identified students, and provide school supplies, clothing and hygiene products.</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 IO</p> <p>Title I Schoolwide 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>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 2: All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for the students that attend summer school.</p> <p>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.</p> <p>Strategy's Expected Result/Impact: By June 2021, CSCISD should see a 5% increase in parent participation from last year's even</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Family Engagement - Title I Part A: Parent Involvement - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 3: McKinney Vento Campus Liaisons will attend required training's to provide assistance to identified students that are not meeting standards.</p> <p>* transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. (TEXSHIP funds)</p> <p>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 IO Federal Programs Director Title I Schoolwide 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</p>	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 will host 9 parent and family engagement events & Kinder -3rd will host 4 parent and family engagement events. *Supplemental Supplies (materials) for events *Childcare will be provided for young siblings *Transportation will also be provided to parents</p> <p>Strategy's Expected Result/Impact: By June 2021, we should see a 10% increase in parent & family participation (sign-in sheets) Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator Title I Schoolwide 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 Problem Statements: Parent and Community Engagement 1 Funding Sources: Supplies - Title I Part A: Allocation - \$3,000, Federal Programs Service Coordinator Salary - Title I Part A: Parent Involvement - \$29,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<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.</p> <p>Pre-K will have 9 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 2021, 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>Title I Schoolwide 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: Parent and Community Engagement 1</p> <p>Funding Sources: Supplies - Title I Part A: Allocation - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 6: Career fair, counselors will plan career fairs for pk-3rd grade. The career fair will assist students in developing knowledge and skills for a broad range of career opportunities.</p> <p>Strategy's Expected Result/Impact: By June of 2021, 100% of all CSE students will exposed to diverse community careers.</p> <p>Staff Responsible for Monitoring: Principals and Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Supplies - Local - \$300</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 7: By May of 2021, 65% of parents will have received communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement</p> <p>Strategy's Expected Result/Impact: By 2021, 75% of parents/families signed up and will be using the remind message app.</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Supplies - Title I Part A: Parent Involvement - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>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.</p> <p>Strategy's Expected Result/Impact: By June of 2021, a 100 % of the comprehensive counseling program will be completed.</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Region 20 Consultants - technical assistance - Title I Part A: Allocation - \$1,100</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>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.</p> <p>Strategy's Expected Result/Impact: By May of 2021, 100% of community service agencies, day care facilities and 3rd grade students will be given the opportunity to visit the designated campus.</p> <p>Staff Responsible for Monitoring: Campus administrator Counselors</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>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.</p> <p>Strategy's Expected Result/Impact: By May of 2021, 100% of 3rd grade students will be assessed using the fitness gram evaluation tool.</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus Physical Activity Teacher</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Level 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

<p>Strategy 11: By July of 2021, 100% of CSCISD campuses will implement 8 weekly (virtual) online summer sessions that will target a combination of needs such as stress & mental health, author book readings, cooking classes, and crafting classes.</p> <p>The CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible</p> <p>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.</p> <p>Staff Responsible for Monitoring: The Federal Programs Service Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions. - Title I Part A: Parent Involvement - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 12: 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.</p> <p>Strategy's Expected Result/Impact: By June of 2021, a 100 % of the comprehensive counseling program will be completed.</p> <p>Staff Responsible for Monitoring: Principals Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Region 20 Technical Support - Title I - \$4,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
 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.
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 come up with various (virtual) methods of offering Parent and Family Engagement. **Root Cause:** Parent and Family Engagement events can not be offered in person like in previous years.

State Compensatory

Personnel for Carrizo Springs Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ACRUZ	para-professional PK	SCE	1
bgalvan	para-professional 3rd grade	SCE	1
CSALINAS	2ND-3RD GR INTERVENTIONIST	SCE	1
DMUNOZ	K/1ST INTERVENTIONIST	SCE	1
DRUIZ	para-professional PK	SCE	1
DSERNA	para-professional PK	SCE	1
ISCHELL	PARA-INTERVENTION	SCE	1
JCRUZ	PK TEACHER	SCE	1
JFLORES	PARA - INTERVENTION LAB	SCE	1
lcontreras	para-professional 2nd grade	SCE	1
MCRUZ	para-professional CSI Intervention	SCE	1
MECASTRO	PK PARAPROFESSIONAL	SCE	1
PRODRIGUEZ	para-professional 1ST grade	SCE	1
SJMARTINEZ	PK TEACHER	SCE	1
VRUBALCAVA	PK TEACHER	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christy Ward	Instructional Officer	Title I	1

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Personnel salaries		\$129,000.00
1	1	4	Personnel		\$175,000.00
1	1	4	Supplies to include software programs	5000.00	\$5,000.00
1	1	4	Travel		\$3,000.00
1	1	7	Summer School Salaries (teachers and para-professionals)		\$110,000.00
1	1	7	Supplies		\$3,000.00
1	1	10	Salaries		\$5,000.00
2	1	3	Online and remote instruction for students.		\$200,000.00
Sub-Total					\$630,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Salary		\$10,000.00
1	2	1	Math curriculum - Sharon Wells		\$36,411.52
1	2	1	Math Curriculum - Pearlized math		\$18,145.00
2	1	1	Travel		\$12,000.00
3	1	12	Region 20 Technical Support		\$4,500.00
Sub-Total					\$81,056.52
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	11	Salaries		\$238,000.00
1	1	12	Salaries		\$232,000.00
1	1	12	Travel		\$17,000.00
1	1	13	Paraprofessional training		\$3,300.00
1	1	14	principal training		\$700.00
1	1	16	Training and PD		\$30,000.00

Title I Part A: Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	Strategic Compensation Plan		\$125,000.00
1	1	18	Talent Ed		\$2,425.00
1	1	19			\$9,000.00
1	2	2	Strategic Compensation Plan		\$125,000.00
2	1	2	Region 20 Contract		\$42,500.00
2	1	2	Mentor Stipend		\$10,000.00
2	1	4			\$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	5	Supplies		\$3,000.00
3	1	8	Region 20 Consultants - technical assistance		\$1,100.00
Sub-Total					\$875,525.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Family Engagement		\$2,000.00
3	1	4	Federal Programs Service Coordinator Salary		\$29,000.00
3	1	7	Supplies		\$1,000.00
3	1	11	Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions.		\$2,500.00
Sub-Total					\$34,500.00
Title I, Part A Allocations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Plus		\$12,450.00
Sub-Total					\$12,450.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Teacher extra duty pay		\$17,000.00
Sub-Total					\$17,000.00

Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Personnel Salaries		\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Supplies		\$300.00
Sub-Total					\$300.00
Grand Total					\$1,650,831.52

Addendums