

Carrizo Springs Independent School District

Carrizo Springs Intermediate

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



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

Mission Statement

CSCISD Mission Statement - "Provide every child a quality education in a safe environment."

CSI Mission Statement: "Carrizo Springs Intermediate is committed to support our students' emotional, social and academic success with compassion and integrity."

CSCISD Motto: "Kids are first at CSCISD."

Vision

CSCISD Vision Statement – "Inspiring lifelong learners."

CSI Vision Statement - The vision of CSI is to foster high achieving students who are self-motivated, persistent, and have self-efficacy.

Value Statement

CSCISD Belief Statement – "The CSCISD community believe that all children are unique and can learn through positive reinforcement."

CSI Values: Commitment, Support, Integrity

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CIP campus needs assessment - Budget dates and review:

Grade 4, 5 and 6 RLA team met on May 16, 2022. Areas discussed and reviewed for were: data shows a steady increase in all campus assessment indicators; data reveals a large number of students at PP, primer and/or 2 grades level below in reading; need for reading fluency and comprehension, STAAR Redesign implementation, the impact of Covid learning loss.

Science: all students are not consistently assessed on campus CBAs in grade 4, students performed better with face to face instruction, student scores decreased in all performance levels, some performance levels were easier to attain than others in shown CBAs, Grade 6 students performed below dsitric standards on campus CBAs, less than 60% of six grade students achieved approaches performance level on campus CBAs, all students are not consistently assessed on campus CBAs.

Grade 4, 5 and 6 Math team met on May 16, 2022. Areas examined and reviewed were: Curriculum changes drastically from grade 5 to grade 6. The Sharon Wells curriculum used in grades 4 and 5 is not aligned. The use of the curriculum is not being monitored. Students lack the foundational skills needed for more rigorous problem solving. Students lack the basic facts, including simple adding and subtracting, and multiplication up to 10 by 10. Students do not receive intense intervention in both areas of math and reading.

Social Studies: Need for implementation of state adopted curriculum for Grades 4, 5 and 6.

Final review in June 2022

Data sources analyzed: CBA, Benchmark 1 and 2 for sy 2021-2022, Renaissance screener, teacher surveys, Sharon wells and HMH weekly assessments, STAAR test scores

STAAR 2022: Data showed increases in student growth in domain 2.

Attendance:

Strategies reviewed and removed: Covid related

Demographics

Demographics Summary

The staff for 2022 sy at Carrizo Springs Intermediate include 30 Teachers, 10 Paraprofessionals, 1 Counselor, 1 Instructional Officer, and 2 Administrators. Total student population is approximately 445. The student population is 3.7% White, 0.2% African American, 94.4% Hispanic, 0.7% Asian, and 0% Native American. Additionally, the campus serves 79.9% economically disadvantaged students, 14.0% special education students, and 7.5% Limited English Proficient students. The 2021-2022 data indicates the campus has a 9.3% mobility rate.

The following data were reviewed in relation to campus demographics:

- <https://txschools.gov/schools/064903103/profile>
- PEIMS SAT2300
- TAPR 2021

Upon review of these data, several findings were noted. These findings include: Students enrolled in special programs include:

- 7.5% bilingual education
- 11.4% dyslexia
- 9.6% gifted and talented education
- 14% special education
- 3% homeless
- 23.4% at-risk

2022- 2023 attendance rate: 90.76%

Grade 4: 89.56%, Grade 5: 91.70%, Grade 6: 91.09%

Areas of need include:

- Certified teachers for intervention program and an additional counselor
- Maintain an incentive plan for increasing student attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): CSI has a high at risk student population. **Root Cause:** CSI has a high at risk student population not meeting state STAAR standards.

Student Achievement

Student Achievement Summary

Data used to review Academic Performance was the 2022 STAAR Results.

- STAAR 2020-2021

Upon review of these data, several findings were noted. These findings include:

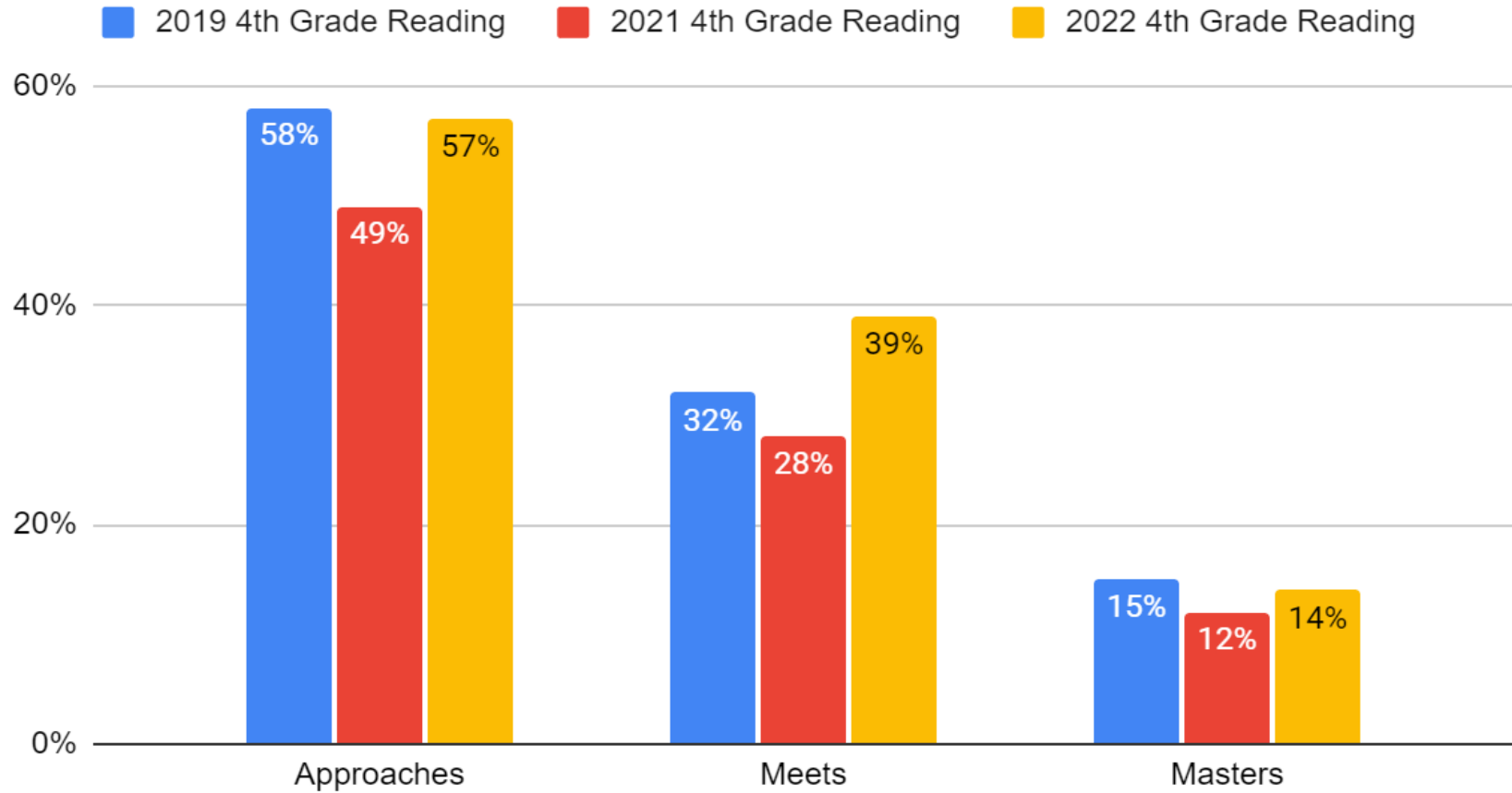
Increase in student growth in all core content areas. Student achievement % not a district and state expectations of 60% in meets.

Areas of need include:

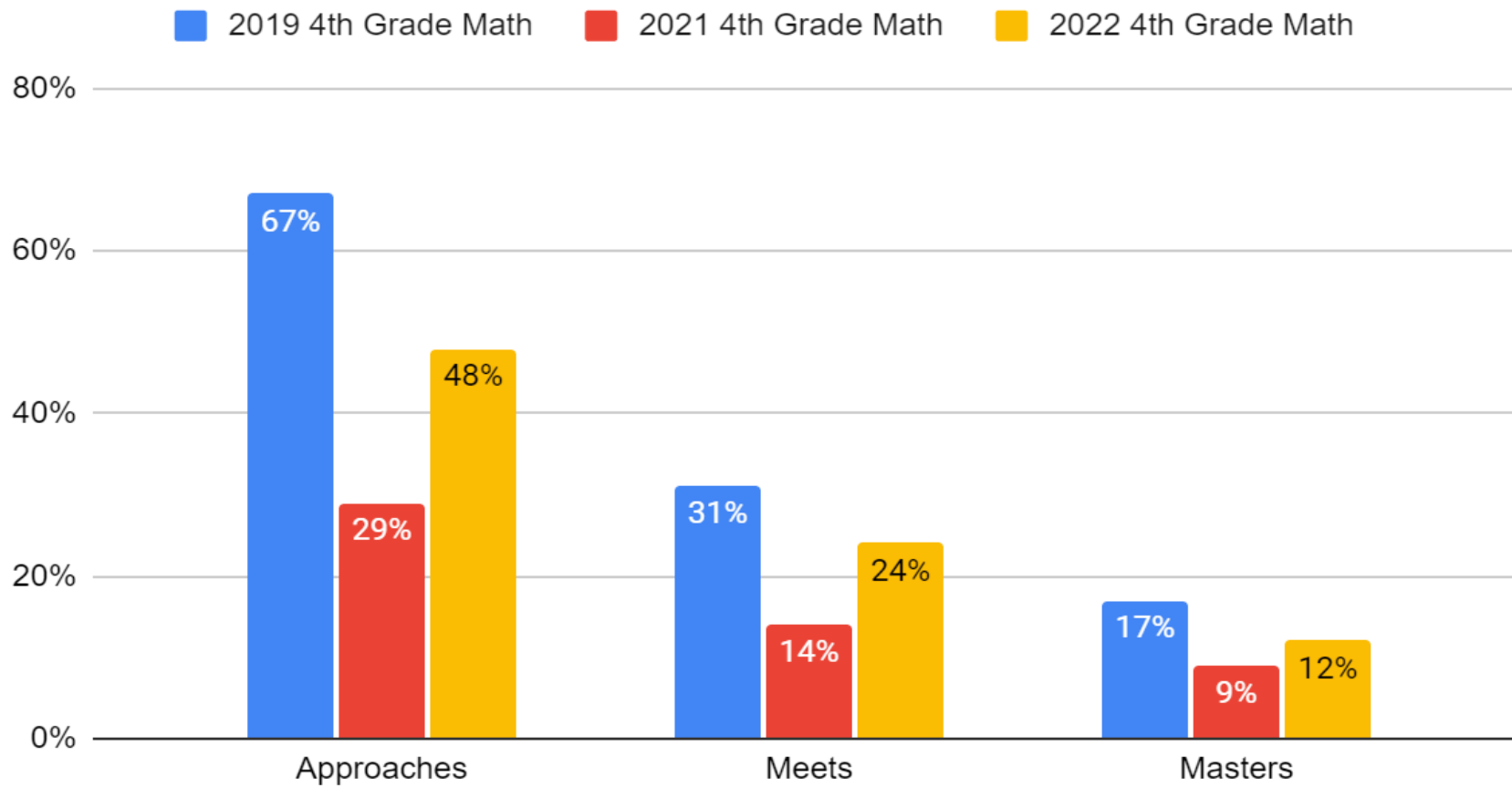
- Supplemental curriculum for Math in 4th-5th grades focusing on meets grade level.
- Initiatives and supplemental program for both 4th-5th grade in the area of Science.
- Supplemental programs providing individualized basic skills practice in Reading and Math focusing on student progress and closing the gaps and for Science that will focus on student achievement
- Lack of lab equipment for science classes
- Lack of vertical planning
- Classroom libraries for reading classroom
- Professional development for teachers on district mandates
- Professional development for new STAAR Redesign Test
- Writing across all content areas and grade levels including writing process alignment between all campuses is needed.
- Identified District personnel to provide specific content training, support.

Student Achievement Strengths

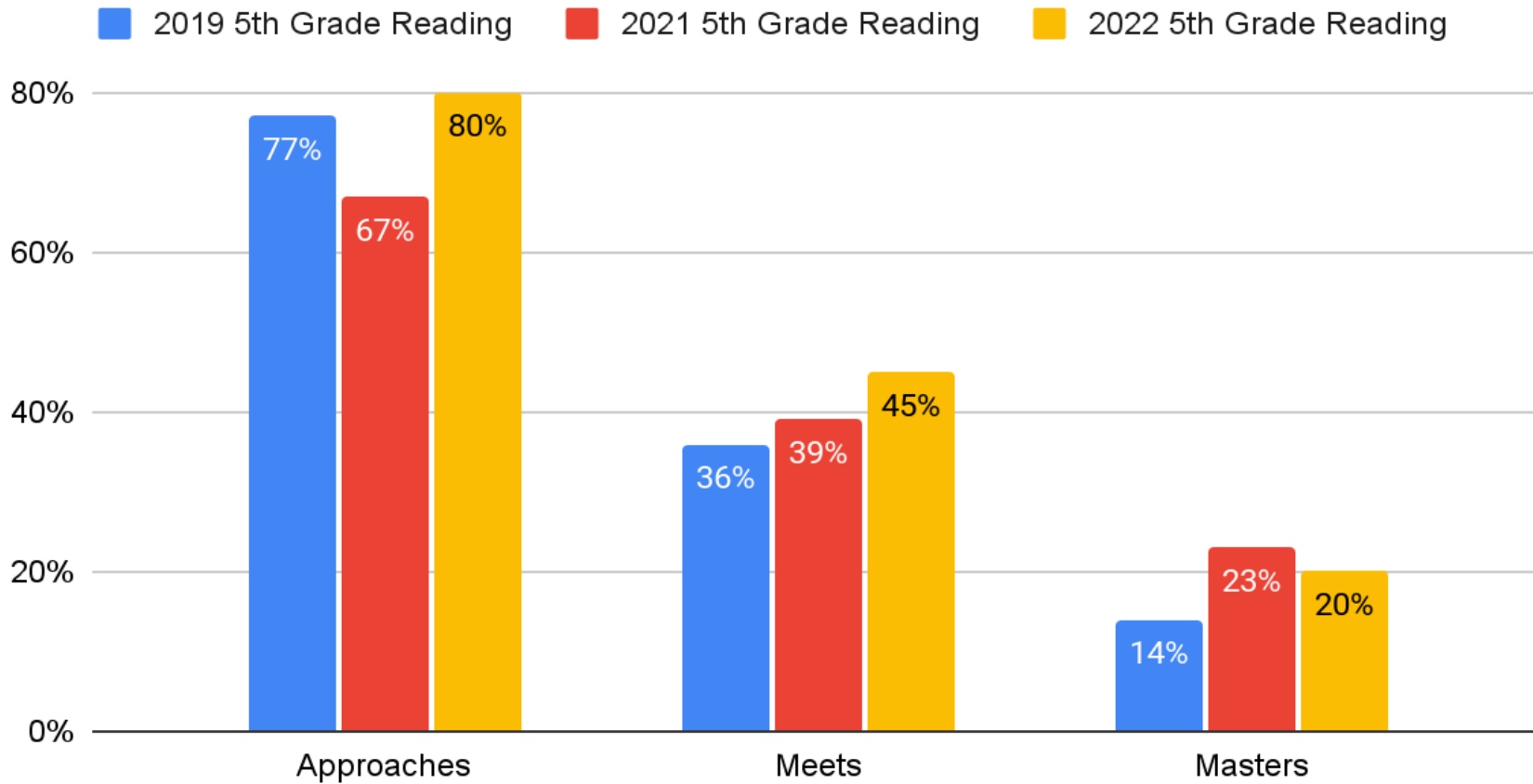
4th Grade Reading 2019 vs. 2021 vs. 2022



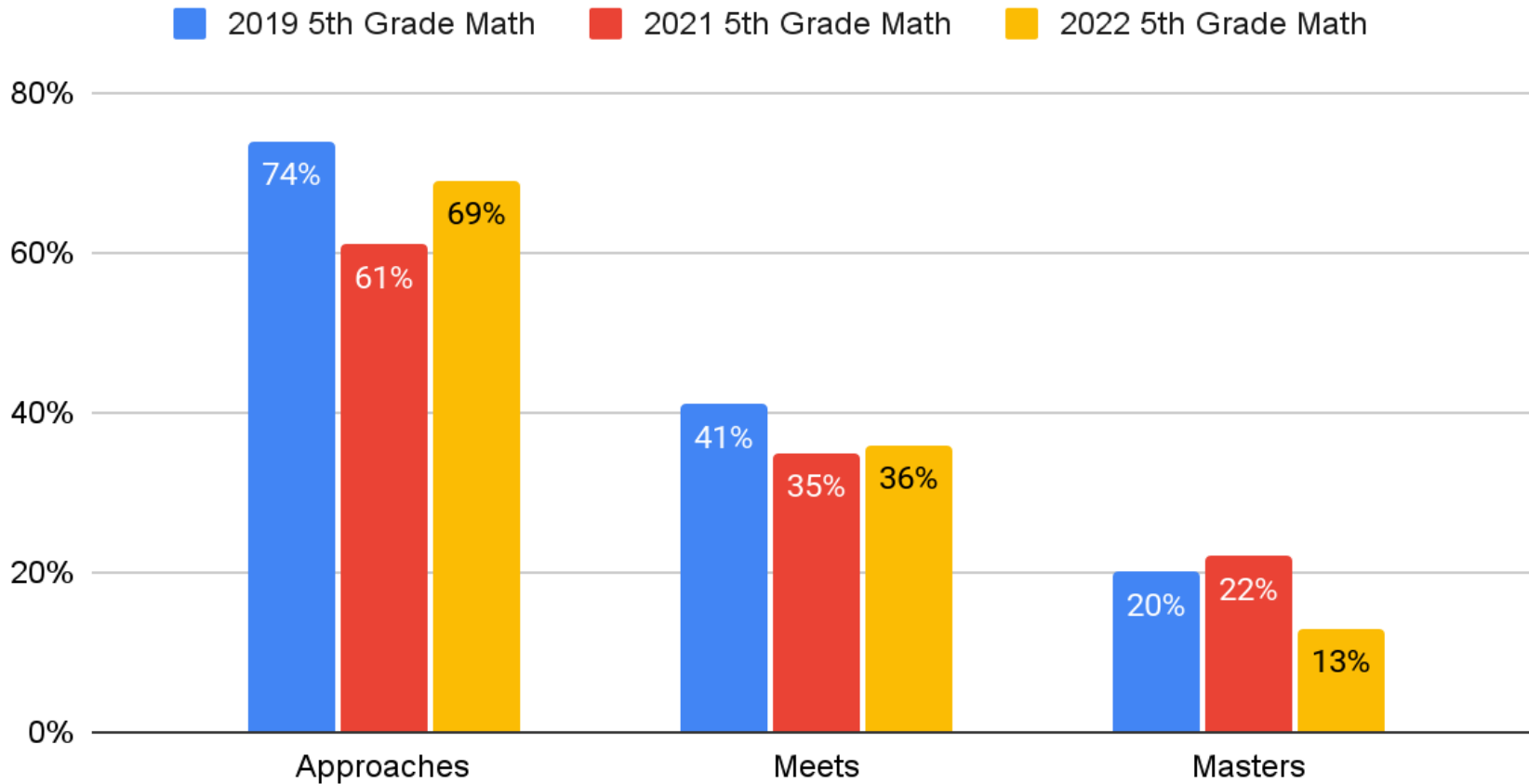
4th Grade Math 2019 vs. 2021 vs. 2022



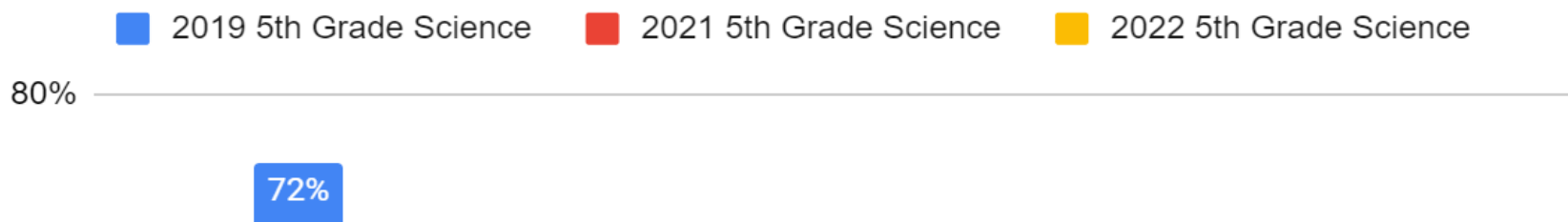
5th Grade Reading 2019 vs. 2021 vs. 2022

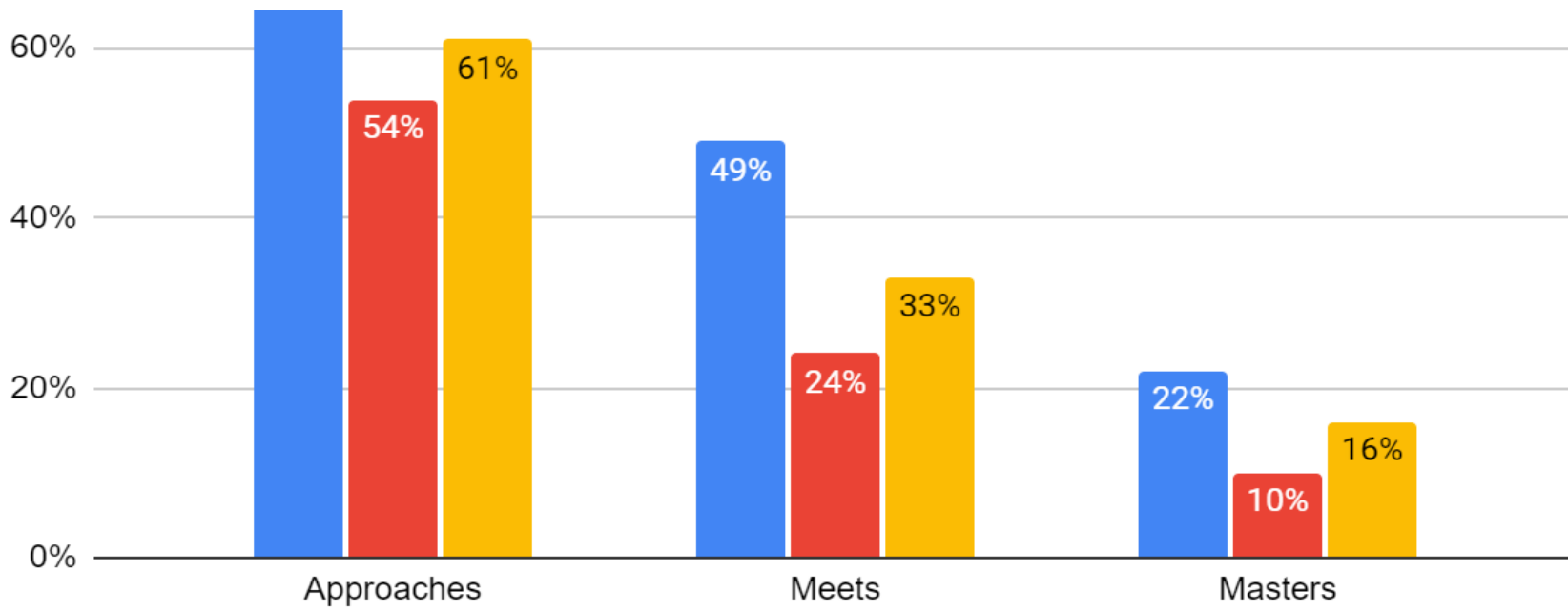


5th Grade Math 2019 vs. 2021 vs. 2022

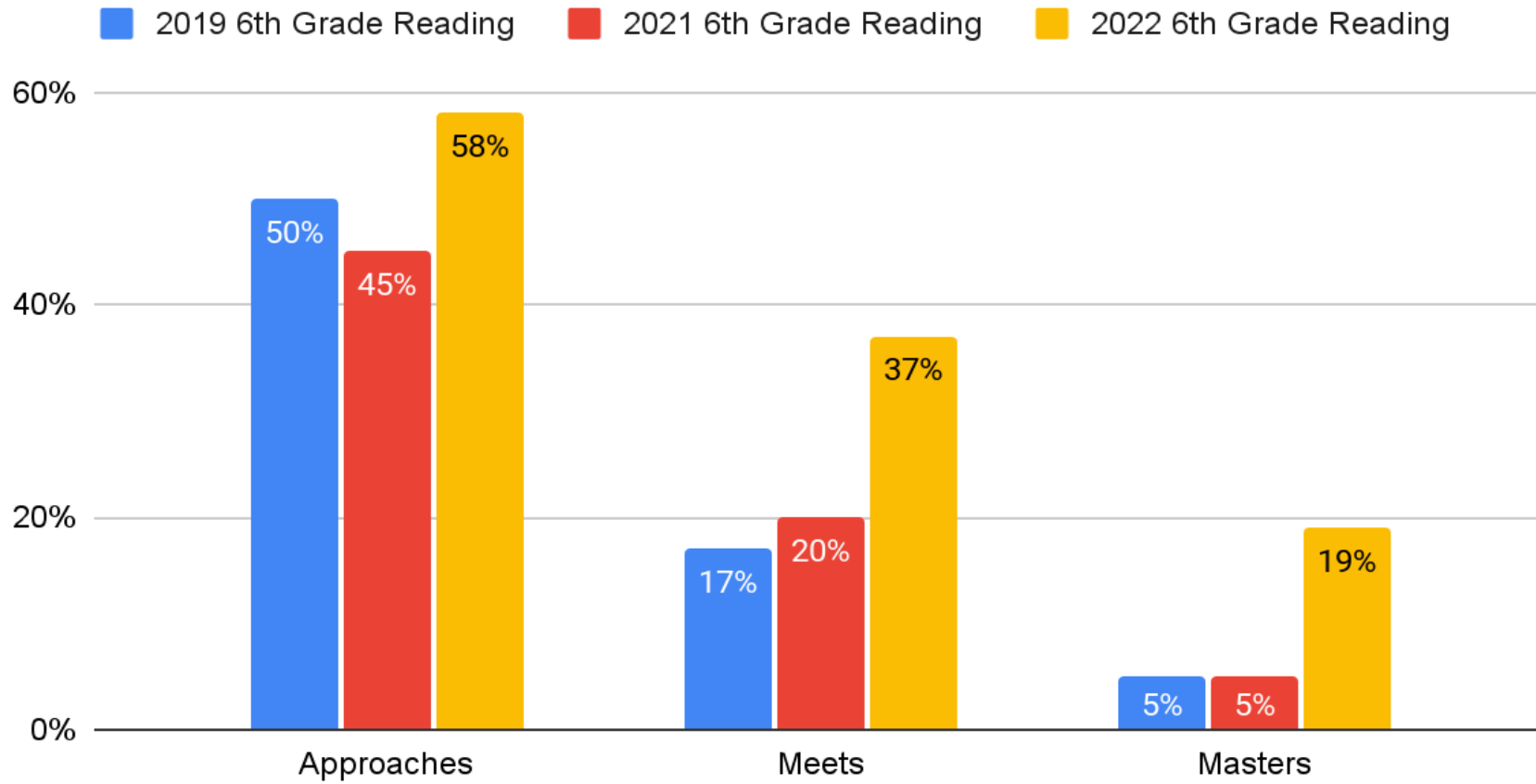


5th Grade Science 2019 vs. 2021 vs. 2022

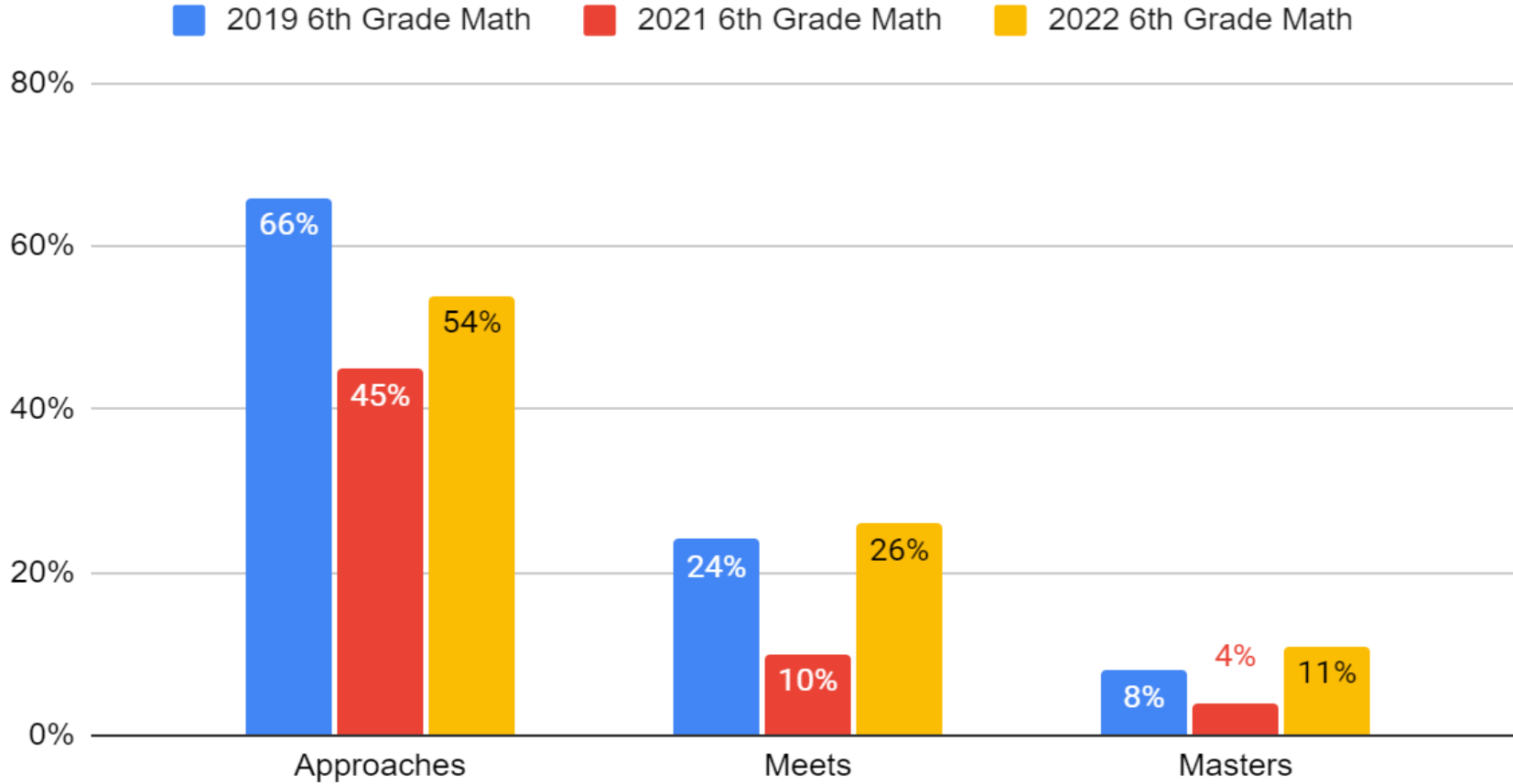




6th Grade Reading 2019 vs. 2021 vs. 2022



6th Grade Math 2019 vs. 2021 vs. 2022



Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The district goal of 60% meets grade level hasn't been achieved for all subject areas. **Root Cause:** The instructional delivery does not consistently meet the standards of the GRR Framework.

Problem Statement 2 (Prioritized): Parents are not receiving timely notifications for event. **Root Cause:** Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).

School Culture and Climate

School Culture and Climate Summary

The following data was reviewed in relation to School Culture, Climate, and Organization conducted sy 2021- 2022 as noted below:

- Student Attendance sy 2021 - 2022: 90.76%
- Staff Attendance sy 2021 - 2022 was high.

Upon review of the 2020-2021 data, several findings were noted. These findings include:

Staff survey shows a training need in Google Classroom, Digital Assessment tools, Social Media in Teaching and Creating Lessons in Digital Format.

Other areas of need include:

- Display and communicate campus vision, beliefs, expectations and goals.
- Strengthen student-staff, staff-admin, and staff-parent-community relationships (social and academic).
- Restructuring of attendance incentives and rewards for all students and staff.
- Administer School Climate Survey for stakeholders three times a year.
- Continue implementing the SEL Plan.

Based on the 2020 -2021 Campus climate survey, the following data was recorded:

Do teachers feel students are safe at school: CSI -53%

The survey also revealed that teachers felt their campus was a good place to work: CSI - 42%. At CSI =- 81.1% the students felt they would do their best to pass all their classes.

Currently, all campuses perform required safety drills as per calendar set by District Police Chief. District safety committees will review procedures in place to determine identified needs by campuses.

School safety drills are reviewed and practiced at campus and district levels to determine identified needs in regards to the drills. Every campus has an updated emergency operations plan for safety. Required fire drills and lockdown drills are practiced. Each campus is required to provide presentations on bullying, David's law, drug abuse, violence and suicide prevention. The training is given to both faculty and students.

Campus is in need of updated radios for the campus. Office and some teachers are in need of radios in case of emergencies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student and staff attendance does not meet district goals. **Root Cause:** Goals and expectations were not consistently communicated to staff, parents and students.

Problem Statement 2 (Prioritized): The district has not leveraged diverse stake holders to 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

The following data were reviewed in relation to Teacher Quality:

2022 - 2023 CSI Staff List

Upon review of the data, several findings were noted. These findings include:

- 30 certified teachers
- 14 paraprofessionals

Areas of need include:

There are four permanent substitute teachers working on their certification; two certified teachers in their 1st or 2nd year of teaching. There is a need for bilingual/esl certified teachers at the campus. Currently, CSI has three teacher vacancies and one of them is a BE teacher vacancy. Therefore, a continuum of the Mentor program is needed to support these teachers.

Training is needed for para-professionals in areas of small group instruction, instructional accommodations, supporting instruction & curricular modifications, Sharon Wells, working with interventions in the classroom in core subject areas (Math, Science, ELA and Social Studies).

Staff Quality, Recruitment, and Retention Strengths

Two teachers are continuing on their second year of the District Mentor program and 3 are new to the program for the 22-23 school year. The average of years of experience at CSI is 10.9

CSCISD has recognized the teacher shortage and has implemented a mentor plan to recruit and retain teachers. In addition, the district has offered a retention stipend to all returning employees.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a certified teacher shortage statewide in all content areas. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In CSI we use the following resources:

TEKS Resource System for Reading, Math, Science and Social Studies

Reading

- HMH
- STAR 360 for screener
- Read Well, Language Live (SPED)
- Renaissance

Math

- Envision Math
- Go Math
- Sharon Wells
- GPS
- VMath (SPED)
- STAR 360 for screener
- Freckle Math

Science

- STEMScopes
- iSCIENCE
- Region 4
- Education Galaxy

Social Studies

- Studies Weekly
- Mc Graw Hill (6th Grade)

RTI

- Read: It

6th Grade: Edgenuity

SEL: Quaver Ed

Areas of Need:

ELAR: Students generally perform at higher levels at lower grades, but struggle with Reading fluency, potentially producing larger gaps.

MATH: Students lack basic foundational and facts fluency skills.

CSI needs to provide guidance on implementing a consistent, effective instruction for student groups such as dyslexia, Tier 2 and 3 students.

Teachers need continuous training on all curriculum and supplemental programs.

Administrators need continuous training in curriculum and assessment updates. Administrators need to be up to date on law updates and current educational trends.

Curriculum, Instruction, and Assessment Strengths

We have a variety of instructional and assessment resources available to all Subject areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Scores are low which result in a low accountability rating. **Root Cause:** Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 2 (Prioritized): The teachers are not utilizing all components of the adopted curriculum as recommended. **Root Cause:** The teachers utilize the curricular contents by choice and not by need because of lack of training.

Parent and Community Engagement

Parent and Community Engagement Summary

CSI had a goal of 802 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 21-22 school year. They had a total of 578 parents attend parent and family engagement events for the 21-22 school year. This was below the 10% goal. The goal was not met. Service Coordinator was hired mid year.

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

CSI 18 parents responded to the survey. 77.8% of the parents responded that they feel quite a bit or extremely welcomed. 11.0% of parents feel that they are minimally welcome.

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. HEB, Wal-Mart, Winter garden's Women's Shelter and the Carrizo Springs Housing Authority have been community members. This committee meets at least four times a year. The District Advisory Parent and Family Engagement Committee reviews federal funding expenditures and the coordination of Title I, Title II, Title IV and Title V. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses. Each campus also has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions.

Carrizo Springs Parent and Family Engagement program is supported by the community. For the 2021 - 2022 school year, parental family engagement activities were limited.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of may 2022, 11.1% of parents surveyed felt welcomed at CSI and would like the school events to be held at 5:30 to 6:30 in the afternoon. 38.9% during the day, 33.3\$ after lunch , 11.1% lunchtime meetings , 22.2% saturday meetings . for all campuses we assessed how effective communication was at each campus and which method parents prefer:

CSI 8.9 % of parents agreed that Remind text messages were the way they would prefer to receive communications, and 50% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

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 2022 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSI 55.6% of parents wanted to have events between 5:30-6:30 P.M. to attend events. 77.8 % of parents would like to have parent training on technology.

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.

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

These were the top responses for each school.

Question #8 77.8% CSI would like to see the parental involvement funds used on technology resources for parents and families.

2021-2022 CSI Parent and Family Engagement Questions to Consider

1. Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?

- City of Carrizo
- Dimmit County Hospital
- Oil-Field
- HEB
- Wal-Mart
- Dimmit County
- CSCISD

Prior to covid a community partner was invited to each Parent and Family Engagement event throughout the school year. They either host an informational booth and share their companies resources through an outreach or host the dinner meal provided to all the families that attend the event. This will resume for the 2022-2023 school year.

2. What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

Carrizo Springs Intermediate emphasizes college. All of the above. We hope that the majority of the students will go to college. Based on the trend from the National Student Clearinghouse from 2021-2022 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.

3. What is the level of engagement and support for our schools? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?

Through the 2 years the average attendance rate for Parent and family engagement has decreased due to Covid concerns. This is year our goal is to increase Family Engagement Program to pre covid levels . In the 2021-2022 school we had ___ parents/family members attend family engagement events. Family Engagement service coordinator was hired December of 2021

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.

4.What does community crime data reveal? Is the community viewed as a safe place to live and raise children?

Currently, the Dimmit County area has little to no incidents dealing with crime. The area is considered to be 18% safer than other parts of the country.

Is the community considered as a safe place? Yes.

5. Is there a prison or juvenile detention center nearby? Does this create needs for our students?

Currently, 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. Need to add data on DAEP and iss

6. What adult education courses/services are available?

Currently, SWTJC offered Adult Education courses to our families.

7.Are there universities and/or community colleges in our community? How do we interact with them?

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 career fairs.SWTJC does collaborate with CSHS ^ CSJH to offer dual credit courses to our students at CSCISD. Currently, we do have both parents and siblings that attend classes and motivate their students to attend college.

8.How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings?

Parents can participate in a variety of ways:

- Remind
- Emails.
- Surveys depending on how good and bad they are and the sign in sheets.

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:

- Can pull data from Remind.Positive responses on Remind when they respond to teachers or through surveys.

Through the past 3 years the Parent and Family Engagement Program has decreased in the level of engagement from parents due to the covid concerns.

9.What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

.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:

CSI 18 parents responded to to the survey. 77.8% of the parents responded that they feel quite a bit or extremely welcomed.

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.

12.Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do

we know?

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. Parent participation is high. We take their participation as they feeling they are important in the decision making of the school.

Parent and Community Engagement Strengths

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May 2022 for all campuses we assessed how effective communication was at each campus and which method parents prefer:

CSI 88.9% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 50% of parents agreed that automated calls were the way they would prefer to receive communications from the school.

Problem Statements Identifying Parent and Community Engagement Needs

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

Problem Statement 2 (Prioritized): Parents are not receiving timely notifications for event. **Root Cause:** Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).

School Context and Organization

School Context and Organization Summary

For School Year 2021-2022, the CSI Leadership Team included Department Heads, counselor and campus administrators. Monthly leadership and staff meetings were scheduled for the year. PLCs, ARDs and 504s were held according to district expectations.

CSCISD is a Title 1 district. Title 1 funds are used to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. The funds are utilized to close the achievement gap, instructional staff, professional development and technology. The campus provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, grade transition activities, and coordination with other programs and fund sources.

CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 11 students identified as McKinney Vento. McKinney Vento District Contact and personnel attend training to implement and provide training at the campus and district level

School Context and Organization Strengths

Experienced administration with 20+ years. (Principal and Assistant Principal).

Instructional time is protected at CSI and the master schedule is utilized so that every class section is utilized to best serve the needs of students. The master schedule has incorporated a 45 intervention period for math and reading and a 25 accelerated learning period at the end of the day.

Disruptions to the instructional periods are limited. Core area teachers have common planning periods and PLCs are held every other week.

A transition trip is scheduled for incoming and outgoing students. Graded 3 students are invited to tour CSI and outgoing grade 6 students tour the junior high school.

PLCs meetings focus on academic improvement and are data driven. Leadership team meetings are regularly held to discuss academic improvements, student achievement and student attendance.

CIP is reviewed periodically throughout the year by the Campus Advisory Team.

Technology

Technology Summary

CSI is 1:1 campus with Chromebooks. SPED is 1:1 with either Chromebooks or IPADS. All instructional classrooms have Interactive TV. Wi-Fi routers were strategically placed to provide internet access in all parts of the building. All classrooms were provided with new printers.

Areas of Need:

Training for teachers on the following: Google Classroom, Video Casting and Recording applications, Digital Assessment tools, Social Media in Teaching and Creating Lessons in Digital Format. Training has commenced last summer and is continuously being addressed through 1-to-1 classroom visits and small group training. CSI due for a new interactive panels and laptops for staff.

CSI will need new technology equipment compatible to the Interactive panels.

Technology Strengths

CSI is equipped to provide 1:1 implementation of chromebooks. CSI has new interactive panels and laptops for staff.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers do not consistently utilize the technology component of their curriculum. **Root Cause:** Technology is not effectively used as a tool to enhance learning and engage the students. Teachers may not know how to enhance the curriculum using technology. It is being used for low-level activities.

Problem Statement 2 (Prioritized): Administrative organizational tasks were not consistently used. **Root Cause:** There is no centralized data system for administrators to track, monitor and review data.

Priority Problem Statements

Problem Statement 6: CSI has a high at risk student population.

Root Cause 6: CSI has a high at risk student population not meeting state STAAR standards.

Problem Statement 6 Areas: Demographics

Problem Statement 1: The district goal of 60% meets grade level hasn't been achieved for all subject areas.

Root Cause 1: The instructional delivery does not consistently meet the standards of the GRR Framework.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student and staff attendance does not meet district goals.

Root Cause 2: Goals and expectations were not consistently communicated to staff, parents and students.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 7: There is a certified teacher shortage statewide in all content areas.

Root Cause 7: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Scores are low which result in a low accountability rating.

Root Cause 11: Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Parent are not participating in family engagement activities.

Root Cause 9: Campuses need to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 5: Teachers do not consistently utilize the technology component of their curriculum.

Root Cause 5: Technology is not effectively used as a tool to enhance learning and engage the students. Teachers may not know how to enhance the curriculum using technology. It is being used for low-level activities.

Problem Statement 5 Areas: Technology

Problem Statement 4: Parents are not receiving timely notifications for event.

Root Cause 4: Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).

Problem Statement 4 Areas: Student Achievement - Parent and Community Engagement

Problem Statement 10: The district has not leveraged diverse stake holders to review current SEL practices.

Root Cause 10: Lack of proactive approach toward SE student needs.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 3: The teachers are not utilizing all components of the adopted curriculum as recommended.

Root Cause 3: The teachers utilize the curricular contents by choice and not by need because of lack of training.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Administrative organizational tasks were not consistently used.

Root Cause 8: There is no centralized data system for administrators to track, monitor and review data.

Problem Statement 8 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Performance Objective: By May 2023 all campuses will develop district wide vertically aligned ELAR and Math curricula.
Target: CSCISD will develop a systematic approach to deliver ELAR and Math TEKS across campuses, with an emphasis on all sub-populations.

High Priority

Evaluation Data Sources: STAAR, TELPAS, PBMAS, TAPR, STAR 360, Campus Report Card (2018-19)

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Recruit, support, retain teachers and principals

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will be trained in TRS and its components. Strategy's Expected Result/Impact: By May 2023, 100% of instructional staff will be utilizing TRS and its documents to guide their lessons and assessments. Staff Responsible for Monitoring: Campus Administration Instructional Officer</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Personnel (IO) (80%) - Title I Part A Allocation - \$67,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will use a supplemental math curriculum for 4th and 5th grades.</p> <p>Strategy's Expected Result/Impact: Math scores will increase to 60% Meets Grade Level on STAAR.</p> <p>Staff Responsible for Monitoring: 4th & 5th grade Math teachers, Instructional Officers, Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Sharon Wells (Travel) - Title I - \$3,000, Sharon Wells Curriculum - Title I - \$25,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The GIST Committee will review, monitor and refer students for services at designated times.</p> <p>Strategy's Expected Result/Impact: 100% of students will be reviewed at BOY/MOY and EOY meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Instructional Officer Special Education Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Para-professionals will be provided with instructional strategies training.</p> <p>Strategy's Expected Result/Impact: 100% of support staff will attend professional development to support student learning and mastery by the end of May 2023. Students attending intervention class - data will be reviewed to determine number of at-risk students that showed growth.</p> <p>Staff Responsible for Monitoring: Administration Federal Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Paraprofessional Training - State Compensatory Education - \$1,600, Salaries - State Compensatory Education - \$47,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Summer School will be provided to students that did not meet STAAR state standards. Enrichment activities and SEL activities will be part of the summer school program.</p> <p>Strategy's Expected Result/Impact: 100% of students identified will be invited to attend summer school - data, attendance will be documented by a narrative..</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Summer School Salaries (Teachers/Paraprofessionals) - Title I - \$55,000, Summer School Supplies & enrichment activities - Title I Part A Allocation - \$5,000, Summer School Counselor Pay - Title I Part A Allocation - \$3,500, SEL Resources - Title V - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will participate in summer planning to review scope and sequence, develop common assessments, and align lessons for effective delivery of instruction.</p> <p>Strategy's Expected Result/Impact: 75% of core content teachers will participate in the summer planning.</p> <p>Staff Responsible for Monitoring: Campus administration Teachers Federal Programs Director</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Teacher Pay - Title I Part A Allocation - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Identified students in need of remediation or accelerated instruction will be given the opportunity to participate in extended day and/or Saturday Learning Camps.</p> <p>Strategy's Expected Result/Impact: 100% of identified students will be invited to attend accelerated instruction held on Saturdays and extended days.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Teachers - salaries - Title I - \$30,000, Paraprofessional Pay - Title I - \$3,000, Transportation - State Compensatory Education - \$4,333.33</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will utilize PLC to desegregate data and discuss ways to improve student performance. Strategy's Expected Result/Impact: Student will meet 60% Meets Grade Level expectations on STAAR. Staff Responsible for Monitoring: Campus Administration Instructional Officer</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: Professional/Consulting Services - Title I - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Identified students will utilize supplemental resources to practice skills in reading, math and science to close student achievement gaps. Strategy's Expected Result/Impact: By May 2023, Students will achieve 50% Meets in STAAR in reading, math, and science -- Progress Learning (formerly Education Galaxy), and STAAR Master. Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Personnel (2 Paraprofessionals) - State Compensatory Education - \$47,000, Interventionist (paraprofessionals) - Title I - \$67,052</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will be provided with professional development and conference opportunities to improve teaching and learning of students.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of teachers will be given the opportunity to attend at least one professional development or conference.</p> <p>Staff Responsible for Monitoring: Campus Administrators Math, ELAR, Science, Social Studies/Science, Special Education Teachers Intervention and Dyslexia Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: CAMT/CAST Registration and Travel - Title I Part A Allocation - \$7,500, LPAC (Travel) - Local - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Campus will utilize the Instructional Officers to provide classroom coaching opportunities, content area support which includes but not limited to modeling exemplar lessons, lesson planning, classroom management, GRR and TRS training.</p> <p>Strategy's Expected Result/Impact: By June 2023, collaboration sheets will show that 100% of identified teachers in need received support in Domain 1, 2, or 3 from the instructional officer thereby increasing teacher instructional capacity.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum and Instruction Director Instructional Officer</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: IO salary - Title I Part A Allocation - \$67,000, IO travel - Title I Part A Allocation - \$4,682</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 12 Details	Reviews			
<p>Strategy 12: Instructional Officers will be provided professional development in coaching and resources. Strategy's Expected Result/Impact: Instructional Officers will attend designated conferences and provide training to 100% of assigned staff, documentation to include sign-in sheets/agendas and minutes from the training. Staff Responsible for Monitoring: Campus Administration Federal Programs Director</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Travel (TEKS Resource Conference, CAMT, CAST, TCEA, ESC20) - Title I - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Summer Leadership Training will be provided to campus administrators and Instructional Officer. Strategy's Expected Result/Impact: By July 2023, 100% of campus administrative staff and instructional officer will complete summer leadership training. Staff Responsible for Monitoring: Superintendent Directors</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Summer Leadership Training - Title I - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Teachers will be provided the opportunity to participate in Region 20 trainings addressing the needs of the special population and at risk students.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of identified teachers will utilize training to address the needs of the special population and at risk students.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Director of Federal programs Campus Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - LCFF - Supplemental, - Special Education</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Campus counselor will implement character education and anti-bullying program.</p> <p>Strategy's Expected Result/Impact: By May 2023, the amount of student referrals will decrease by at least 10%.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Character Ed (Books and Supplies) - General Fund - \$350, Anti-Bullying (Books and Supplies) - General Fund - \$500, Teach-To's - General Fund - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Students will be provided with student incentives and activities, to improve attendance, increase student achievement and to foster social emotional learning.</p> <p>Strategy's Expected Result/Impact: Student attendance will be monitored every six weeks in order to reach or maintain a 92% every six weeks. Student achievement will be monitored every six weeks, and show an increase in number of students passing.</p> <p>Staff Responsible for Monitoring: Campus Administration Attendance Clerk Teachers Counselors Truancy Officer</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Campus will utilize a program to assist campus administrators for yearly review, professional growth, walkthroughs and observations.</p> <p>Strategy's Expected Result/Impact: By May 2023, 100% of campus administration will utilize program software to conduct walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Campus administration, Human Resources director</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: TalentED (Computer Software) - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 18 Details	Reviews			
<p>Strategy 18: First and second year teachers will participate in the district's mentor program.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of mentor/mentee teachers will complete mentor program. By May of 2023, 100% of First and Second-year teachers (3) will be part of the teacher comprehensive mentor program documented through sign-in sheets and AESOP, along with BOY/MOY and EOY surveys to evaluate the program.</p> <p>Staff Responsible for Monitoring: HR Director Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Mentor Stipends - Title I - \$6,000, Region 20 (Professional/Consulting Services) - Title I - \$34,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 19 Details	Reviews			
<p>Strategy 19: The purchase of new computers, document cameras, wi-fi hotspots, printers and other related peripherals and resources necessary to address the needs of teachers and students.</p> <p>Strategy's Expected Result/Impact: 100% of students and teachers will have access to technology and resources to maximize digital and print opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Director of Technology</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Technology - ESSER III - \$292,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 20 Details	Reviews			
<p>Strategy 20: Campus principals will be provided with training to become effective instructional leaders. Federal/SCE Programs, Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close gaps. Campus committees will meet to review data and needs assessment.</p> <p>Strategy's Expected Result/Impact: Principals will attend a minimum of 3 trainings or one conference by the end of July 2023. By June of 2023, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership. 100% of campuses and district will complete CIP/DIP by October 2023. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring.</p> <p>Staff Responsible for Monitoring: Campus Administrators Federal Programs Director</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Title I Part A - Title I Part A Allocation - \$2,500, Campus needs assessment committee - Title I Part A Allocation - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 21 Details	Reviews			
<p>Strategy 21: Identified at-risk students and/or students not meeting state/district standards will be provided with interventions by identified para-professionals. Strategy will address closing the achievement gaps for identified students.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of identified at-risk students will receive interventions.</p> <p>Staff Responsible for Monitoring: Campus Principal Intervention Teachers/Aides Federal Programs Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Para-professional Salary - State Compensatory Education - \$47,000, Intervention Teacher - Title I Part A Allocation - \$67,000, Substitutes for teachers and paras (\$5000 each) - Title I Part A Allocation - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22 Details	Reviews			
<p>Strategy 22: 4th and 5th Grade students will participate in the 20-day SAYS (Systems Academy for Young Scientists) Summer Enrichment Program to promote the development of their Mathematical problem-solving skills , Scientific investigation/reasoning skills, and STEM skills through Systems Thinking and Robotics.</p> <p>Strategy's Expected Result/Impact: 100% of the students will show an increase in 5th grade STAAR math and science, and 6th grade math.</p> <p>Staff Responsible for Monitoring: Campus Administrators SAYS Coordinator Curriculum and Instruction Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Teacher salaries and program equipment/material needs - Local - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 23 Details	Reviews			
<p>Strategy 23: Highly Qualified Math and Reading Interventionists will work to support student achievement in the area of mathematics and reading with targeted intervention to Tier III instruction.</p> <p>Strategy's Expected Result/Impact: 100% of serviced Tier III students will show gains in the STAAR test</p> <p>Staff Responsible for Monitoring: Campus Administration Intervention Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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: Salaries - Title I Part A Allocation - \$60,000, Substitutes - Title I Part A Allocation - \$1,500, Paraprofessionals - State Compensatory Education - \$43,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24 Details	Reviews			
<p>Strategy 24: Renaissance Learning Suite will be used to identify and provide instructional interventions for RtI.</p> <p>Strategy's Expected Result/Impact: Student MOY and EOY formal assessment data will show one year's growth in math and reading.</p> <p>Staff Responsible for Monitoring: Special Education, Curriculum and Instruction Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - ESSER III - \$167,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 25 Details	Reviews			
<p>Strategy 25: Campus administration will show staff appreciation through various ongoing activities to improve staff morale.</p> <p>Strategy's Expected Result/Impact: Increase in the % of staff who indicated that are treated and respected as professionals as indicated in the EOY school climate survey .</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Rewards - General Fund - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 26 Details	Reviews			
<p>Strategy 26: Campus will provide additional assistance (instructional supplies) to all students in grades 4-6 in preparation for the school year.</p> <p>Strategy's Expected Result/Impact: 100% of students will receive instructional supplies upon the first days of school, review of classroom signatures per student receiving supplies.</p> <p>Staff Responsible for Monitoring: Campus and central office administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supply list - Title I Part A Allocation - \$19,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 27 Details	Reviews			
<p>Strategy 27: To provide BOY and ongoing Professional Development for all teachers on accessing all of the Renaissance Suite resources.</p> <p>Strategy's Expected Result/Impact: By May 2023, the EOY reading and math scores will show an increase of at least 1 year GE.</p> <p>Staff Responsible for Monitoring: Campus and central office administration Instructional Officers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Renaissance Suite program and training - ESSER II - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 28 Details	Reviews			
<p>Strategy 28: Intervention teachers will use the ReadIt and Saxon Phonics program for Reading Tier 3 instruction and the Get More Math Intervention program for students needing Tier 3 math intervention.</p> <p>Strategy's Expected Result/Impact: Increase in GE reading and math levels by 0.5 at MOY and 1.0 at EOY Reading Screener.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Interventionist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: ReadIt, 3rd Grade Saxon Phonics Kit, Get More Math - State Compensatory Education - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 29 Details	Reviews			
<p>Strategy 29: Promote text rich classrooms by supplying reading teachers with high-interest reading materials and periodicals, along with organizational materials for the resources for classroom libraries.</p> <p>Strategy's Expected Result/Impact: Increased Reading GE on Star Screener for 0.5 MOY and 1.0 for EOY.</p> <p>Staff Responsible for Monitoring: Campus administration and teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Classroom Libraries - Title I - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 30 Details	Reviews			
<p>Strategy 30: Provide At-Risk students the assistance of a counselor to discuss and review behavior, attendance, academic performance to decrease achievement gaps.</p> <p>Strategy's Expected Result/Impact: Decrease amount of behavior referrals by 10% and increase attendance by 10%.</p> <p>Staff Responsible for Monitoring: At-Risk Counselor Teachers Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>-</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: supplies, travel, professional development - State Compensatory Education - \$3,500, Counselor's salary - State Compensatory Education - \$30,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 31 Details	Reviews			
<p>Strategy 31: Campus state testing coordinator will attend state testing conference to receive training and information on all state assessments and requirements.</p> <p>Strategy's Expected Result/Impact: By May 2023, 100% of all teaching staff will be trained in STAAR testing procedures in order to be in compliance with all state assessments and to reduce the possibility of testing irregularities, review of agenda, sign-in sheets and Certificate will be given to each participant, as well as an evaluation of the training for each attendee.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math -</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: State Testing Conference - Title I - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: CSI has a high at risk student population. Root Cause: CSI has a high at risk student population not meeting state STAAR standards.</p>
Student Achievement
<p>Problem Statement 1: The district goal of 60% meets grade level hasn't been achieved for all subject areas. Root Cause: The instructional delivery does not consistently meet the standards of the GRR Framework.</p>
School Culture and Climate
<p>Problem Statement 1: Student and staff attendance does not meet district goals. Root Cause: Goals and expectations were not consistently communicated to staff, parents and students.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: There is a certified teacher shortage statewide in all content areas. Root Cause: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Scores are low which result in a low accountability rating. Root Cause: Not enough professional support in the areas of planning, instruction and classroom management.</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: The teachers are not utilizing all components of the adopted curriculum as recommended. **Root Cause:** The teachers utilize the curricular contents by choice and not by need because of lack of training.

Technology

Problem Statement 1: Teachers do not consistently utilize the technology component of their curriculum. **Root Cause:** Technology is not effectively used as a tool to enhance learning and engage the students. Teachers may not know how to enhance the curriculum using technology. It is being used for low-level activities.

Problem Statement 2: Administrative organizational tasks were not consistently used. **Root Cause:** There is no centralized data system for administrators to track, monitor and review data.

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





Performance Objective 1: CSCISD will sustain financial stability through timely submission of all financial reports, unmodified audits, and establish internal controls.

Target: District finance officials will provide guidance on appropriate financial processes for all program directors and principals.

Action Steps:

1. District finance officials will support campuses on managing campus budgets and provide training if needed.
2. Procurement protocols (EDGAR) will be updated and district finance officials will ensure that all staff members use the new protocols.
3. Finance director will provide training for staff members under his direct supervision and oversee work productivity.

Evaluation Data Sources: Campus Budget, CIP Expenditures

Strategy 1 Details	Reviews			
<p>Strategy 1: Substitutes will be paid for AtRisk BOY/MOY/EOY meetings and supplemental PD as per campus needs assessment.</p> <p>Strategy's Expected Result/Impact: Utilize 100% substitute pay for specific trainings and at-risk meetings, keep documentation of sign-in sheets/agendas and information for SCE Evaluation.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Certificated Personnel Salaries - substitutes - State Compensatory Education - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: CSI has a high at risk student population. Root Cause: CSI has a high at risk student population not meeting state STAAR standards.</p>





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

Performance Objective 2: All state, federal, and grant funds will be strategically managed to meet the instructional needs of all students and special populations.

Target: Finance department personnel will establish procedures manage all programs in accordance with the funds guidelines.

Action Steps:

1. District finance officials will support campuses on managing campus budgets and provide training if needed.
2. District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols.
3. The Campus Improvement Plans will include fund identification to meet individual program guidelines.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued use of Title 1 Crates for federal compliance purposes</p> <p>Strategy's Expected Result/Impact: 100% of required documents should to be uploaded to Title 1 Crates for federal compliance purposes, review of items missing per campus will be shared with campus administrator.</p> <p>Staff Responsible for Monitoring: Principal Federal Program Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: supplemental programs - Title I Part A Allocation - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Technology
<p>Problem Statement 2: Administrative organizational tasks were not consistently used. Root Cause: There is no centralized data system for administrators to track, monitor and review data.</p>

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

Performance Objective 1: By May 2023, CSCISD will assemble an SEL Team to identify campus and district needs and begin the implementation of an SEL program.

High Priority



Evaluation Data Sources: Surveys
Needs Assessments from each campus



Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor will attend mental health trainings to implement SEL protocols</p> <p>Strategy's Expected Result/Impact: The counselor will attend 100% of required trainings to implement SEL protocols.</p> <p>Staff Responsible for Monitoring: Principal Counselor Curriculum Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will enhance counseling curriculum and services through technical assistance training.</p> <p>Strategy's Expected Result/Impact: By May of 2023, counselor will share information with 100% of CSI staff information obtained from these services, data collected will be sign-in sheets/agendas with minutes, along with an evaluation of training for each attendee and a certificate.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Region 20 - technical assistance - Title I Part A Allocation - \$1,250, Misc Cont Services - Title V - \$1,250</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: HB 5 Counselor Activities</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in HB 5 related counselor activities, including Career Awareness.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Travel - General Fund - \$3,000, Books/Supplies - General Fund - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: McKinney Vento Campus Liaison will provide assistance to identified students and monitor their attendance and grades. (TEXSHEP funds) Will assist students with: monitoring of attendance and grades tutoring transportation</p> <p>Strategy's Expected Result/Impact: As a result of monitoring, at least 90% of MV identified students will be promoted to the next grade level, and grades will be monitored every 6 weeks by instructional officers.</p> <p>Staff Responsible for Monitoring: Principal Liaison</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: transportation - Title I Part A Allocation - \$1,500, tutoring - Title I Part A Allocation - \$1,000, monitor attendance/grade Instructional officer - Title I - \$64,000, clothing, and hygiene items - ARP Homeless Grant II - \$3,500, region 20 - Title I Part A Allocation - \$500, supplies - Title I Part A Allocation - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: CSI will host 4 Family Academic events with the assistance of the Campus/District Parent Liaison. These events will help parents better understand the category/TEKS that are being covered in class and will include a take away activity that parents can work with their child at home.</p> <p>Strategy's Expected Result/Impact: Participation will increase at events by 10% each year. 2017-18: 662 2018-19: 1065 2019-20: 503 2020-21: 554 2021-22: 578</p> <p>Staff Responsible for Monitoring: Principal Grade level chairs and teachers Federal Programs Service Coordinator</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: food - General Fund - \$1,400, CSCISD Federal Programs Service Coordinator travel to campus - Title I Part A: Parent Involvement - \$1,500, take aways - Title I Part A: Parent Involvement - \$1,000, parent notes/ flyers - Title I Part A: Parent Involvement - \$500, supplies - Title I Part A: Parent Involvement - \$1,500, FPSC Salary - Title I Part A: Parent Involvement - \$5,800</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for the students that attend summer school.</p> <p>All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for CSI students.</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 July 2023, CSCISD should see a 5% increase in parent participation from last year's events.</p> <p>Staff Responsible for Monitoring: CSCISD Federal Programs Service Coordinator Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- 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, book author - Title I Part A: Parent Involvement - \$6,000, books - Title I Part A: Parent Involvement - \$2,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Parents will be offered the 4 required parent engagement events, plus the district will offer specific events as per survey such as Skyward portal, login information,(See Saw, Google Classroom), family fun, and volunteering opportunities provided with open 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 June 2023, 75% of the parents/families will be signed up and use the remind message</p> <p>Staff Responsible for Monitoring: Principals CSCISD Federal Programs Service Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Students will participate in a student fitness program, and be evaluated on their performance.</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in the Fitness Gram.</p> <p>Staff Responsible for Monitoring: PE Teacher Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: By July of 2023, 100% of CSCISD campuses will implement 4 weekly 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: Federal Programs Service Coordinator</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 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 - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 10 Details	Reviews			
<p>Strategy 10: The campus will support students' social-emotional learning by creating therapeutic spaces.</p> <p>Strategy's Expected Result/Impact: Campus data will show a decrease by 5% in counselor visits addressing social emotional through classroom sign-in sheets submitted to CAT.</p> <p>Staff Responsible for Monitoring: Campus administration, counselors, and teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Supplies for therapeutic rooms - Title V - \$9,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: McKinney Vento District Liaison will attend training to identify students.</p> <p>Strategy's Expected Result/Impact: 100% of McKinney Vento students will be serviced with tutoring, school supplies, clothing, backpack, student assessment - college level entrance, dual credit, and transportation.</p> <p>Staff Responsible for Monitoring: CSCISD McKinney Vento Liaison</p> <p>Funding Sources: - ARP Homeless Grant II - \$4,192</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: CSI has a high at risk student population. Root Cause: CSI has a high at risk student population not meeting state STAAR standards.</p>
Student Achievement
<p>Problem Statement 1: The district goal of 60% meets grade level hasn't been achieved for all subject areas. Root Cause: The instructional delivery does not consistently meet the standards of the GRR Framework.</p>
School Culture and Climate
<p>Problem Statement 2: The district has not leveraged diverse stake holders to review current SEL practices. Root Cause: Lack of proactive approach toward SE student needs.</p>
Parent and Community Engagement
<p>Problem Statement 1: Parent are not participating in family engagement activities. Root Cause: Campuses need to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).</p>

State Compensatory

Budget for Carrizo Springs Intermediate

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

SCE funds at CSI assist teachers with 3 para-professionals that work in the classroom assisting identified at-risk students, all supplemental to the regular education program.

Personnel for Carrizo Springs Intermediate

<u>Name</u>	<u>Position</u>	<u>FTE</u>
BGARZA	para-professional - CSI Intervention	1
DORTIZ	para-professional - CSI intervention	1
MCRUZ	para-professional CSI Intervention	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Elizabeth Gonzalez	ELAR Department Head	egonzalez@cscisd.net	Classroom Teacher	Edit Delete
Mary Gonzalez	Math Department Head	mgonzalez@cscisd.net	Classroom Teacher	Edit Delete
Victoria Cardenas	Science Department Head	vlumbreras@cscisd.net	Classroom Teacher	Edit Delete
Patricia Smith	Special Ed Department Head	psmith@cscisd.net	Classroom Teacher	Edit Delete
Albert Sosa	Parent	8304992876	Parent	Edit Delete
Evelyn Castro	Federal programs Service Coordinator	ecastro@cscisd.net	District-level Professional	Edit Delete
Edgar Guerrero	6th Grade ELA Teacher	eguerrero@cscisd.net	Classroom Teacher	

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title I Crate for the following documentation.

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Margarito Ayala	Instructional Officer	Title 1	1
RVELASQUEZ	Instructional Officer	Title I	1

Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Character Ed (Books and Supplies)		\$350.00
1	1	15	Anti-Bullying (Books and Supplies)		\$500.00
1	1	15	Teach-To's		\$1,500.00
1	1	25	Rewards		\$5,000.00
3	1	3	Travel		\$3,000.00
3	1	3	Books/Supplies		\$500.00
3	1	5	food		\$1,400.00
Sub-Total					\$12,250.00
LCFF - Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Paraprofessional Training		\$1,600.00
1	1	4	Salaries		\$47,000.00
1	1	7	Transportation		\$4,333.33
1	1	23	Paraprofessionals		\$43,000.00
1	1	30	supplies, travel, professional development		\$3,500.00
Sub-Total					\$99,433.33
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Sharon Wells (Travel)		\$3,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Sharon Wells Curriculum		\$25,000.00
1	1	5	Summer School Salaries (Teachers/Paraprofessionals)		\$55,000.00
1	1	7	Teachers - salaries		\$30,000.00
1	1	7	Paraprofessional Pay		\$3,000.00
1	1	8	Professional/Consulting Services		\$3,000.00
1	1	9	Interventionist (para-professionals)		\$67,052.00
1	1	12	Travel (TEKS Resource Conference, CAMT, CAST, TCEA, ESC20)		\$10,000.00
1	1	13	Summer Leadership Training		\$4,500.00
1	1	17	TalentED (Computer Software)		\$0.00
1	1	18	Mentor Stipends		\$6,000.00
1	1	18	Region 20 (Professional/Consulting Services)		\$34,000.00
1	1	29	Classroom Libraries		\$10,000.00
1	1	31	State Testing Conference		\$1,500.00
3	1	4	monitor attendance/grade Instructional officer		\$64,000.00
Sub-Total					\$316,052.00
Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Personnel (IO) (80%)		\$67,000.00
1	1	5	Summer School Supplies & enrichment activities		\$5,000.00
1	1	5	Summer School Counselor Pay		\$3,500.00
1	1	6	Teacher Pay		\$4,000.00
1	1	10	CAMT/CAST Registration and Travel		\$7,500.00
1	1	11	IO salary		\$67,000.00
1	1	11	IO travel		\$4,682.00
1	1	20	Title 1 Part A		\$2,500.00
1	1	20	Campus needs assessment committee		\$1,500.00
1	1	21	Intervention Teacher		\$67,000.00
1	1	21	Substitutes for teachers and paras (\$5000 each)		\$10,000.00
1	1	23	Salaries		\$60,000.00
1	1	23	Substitutes		\$1,500.00

Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	26	Supply list		\$19,500.00
2	2	1	supplemental programs		\$3,000.00
3	1	2	Region 20 - technical assistance		\$1,250.00
3	1	4	transportation		\$1,500.00
3	1	4	tutoring		\$1,000.00
3	1	4	region 20		\$500.00
3	1	4	supplies		\$1,500.00
Sub-Total					\$329,432.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	CSCISD Federal Programs Service Coordinator travel to campus		\$1,500.00
3	1	5	take aways		\$1,000.00
3	1	5	parent notes/flyers		\$500.00
3	1	5	supplies		\$1,500.00
3	1	5	FPSC Salary		\$5,800.00
3	1	6	supplies		\$1,000.00
3	1	6	book author		\$6,000.00
3	1	6	books		\$2,500.00
3	1	9	Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions.		\$10,000.00
Sub-Total					\$29,800.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Personnel (2 Paraprofessionals)		\$47,000.00
1	1	21	Para-professional Salary		\$47,000.00
1	1	28	ReadIt, 3rd Grade Saxon Phonics Kit, Get More Math		\$10,000.00
1	1	30	Counselor's salary		\$30,000.00
2	1	1	Certificated Personnel Salaries - substitutes		\$3,500.00
Sub-Total					\$137,500.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	LPAC (Travel)		\$600.00
1	1	22	Teacher salaries and program equipment/material needs		\$30,000.00
Sub-Total					\$30,600.00
Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	SEL Resources		\$1,500.00
3	1	2	Misc Cont Services		\$1,250.00
3	1	10	Supplies for therapeutic rooms		\$9,000.00
Sub-Total					\$11,750.00
ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	27	Renaissance Suit program and training		\$10,000.00
Sub-Total					\$10,000.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Technology		\$292,000.00
1	1	24			\$167,000.00
Sub-Total					\$459,000.00
ARP Homeless Grant II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	clothing, and hygiene items		\$3,500.00
3	1	11			\$4,192.00
Sub-Total					\$7,692.00

Addendums