

2018-19 District Improvement Plan

Carrizo Springs Consolidated Independent School District Board Approved 10-16-18

District Name

-Copies of DIP in English and Spanish Available on

- Website
- Superintendent's Office
- Campus



- 1) DIP Date Revised:
- 2)

Copies of DIP in English and Spanish located at the following locations:

- Campus Secretary's Office
- Website
- Central Office Receptionist Office

Table of Contents

Mission Statement	4
CAT Membership.....	5
Comprehensive Needs Assessment.....	6
Reading	16
Writing	18
English I	19
English II	20
Mathematics	21
Algebra I	23
Science	24
Biology	25
Social Studies	25
U.S History	27
Goals and Strategies.....	28
Student Performance.....	28
Maximize Funding.....	37
Safe Environment.....	39
Vocational Programs.....	43
Teacher Recruitment	44
Summary of Expenditures in this Plan.....	46
Total Allocations and Expenditures by Funding Source	46
Total Expenditures by Object Type	47
Total Expenditures by Object Type and Funding Source	48
Assurance Addendum	50

Local Requirements	50
DWAC Membership and Meetings.....	51
Legal Requirements	53
Plan Requirements.....	56
Staff Development	57

Mission Statement

Carrizo Springs Consolidated Independent School District

Board Approved 10-16-18's Mission Statement

CSCISD will provide every child superior quality education in a safe environment with staff that is empathetic, compassionate and desire to take on the extra steps to inspire students to reach their goals.

Beliefs Statement

We at CSCISD believe that all children are unique and can learn through positive reinforcement of parents and proactive staff.

Vision Statement

CSCISD will develop accountable, educated and successful students to become productive members of society.

"Kids are first at CSCISD"

Board approved: 10-18-16

CAT Membership

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Carrizo Springs Consolidated Independent School District Board Approved 10-16-18 conducted a comprehensive needs assessment for the 2017-18 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the District Improvement Plan.

District Demographics

The staff at Carrizo Springs Consolidated Independent School District Board Approved 10-16-18 include 142 teachers, 43 paraprofessionals, and 11 administrators. The student population is 5.0% White, 0.4% African American, 93.8% Hispanic, 0.5% Asian, and 0.1% Native American. Additionally, the district serves 76.0% economically disadvantaged students, 6.8% special education students, and 6.9% Limited English Proficient students. Attendance rates include 93.6% African American, 94.19% Hispanic, 95.92% White, and 76.0% economically disadvantaged. The most current data indicate the district has a 4.0% mobility rate.

The following data were reviewed in relation to district demographics:

- Attendance Report
- 2016-17 PBMAS Report
- 2017 TAPR
- TxEIS
- TELPAS Results

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

Enrollment for Day 1 2018 was at 2060 students, last year at this time was 2018. CSCISD was at its peak in 2014-15 with 2243 students. Moving to day 10 of 2018 we are at 2191 same as Day 10 of 2017, but less than 2014-15 at 2427. Since 2014-15 numbers have been decreasing, except for year 2016 -17 that we had a dip to 2176 from the previous year of 2289 students.

Attendance rate for 2016-2017 was 94.3%, 2015-16 was 93.8%, 2014-15 was 93.9 and 2013-14 94.2%, drop-out rate for 2015-2016: 2.5%, 2014-15: 4.6% and for 2013-14: 3.4% 4 Year Federal Graduation rate without exclusions (Gr. 9-12) 2014: 80.9% and 2015: 85.2%, 2016 (4-Year Longitudinal) was 84.7%.

There are a total of 151, 6.9%, ELL students in the district, being served through our Bilingual/ESL Program, 22 denials, 39 that are Monitored. The Bilingual Program is working closely with Region 20 to assist in TELPAS disaggregation, and content and learning objectives.

Migrant students 63 and Gifted and Talented students 146. There are a total of 2204 Title 1 students, 2067 Hispanic, 2 Native/American Indian, 11 Asian Asian; 9 Black/African American; 110 White, 5 two or more races The district has a total of 1415, 76.0% At-Risk students.

We have a total of 114 McKinney Vento students Identified that our office assists with uniforms - clothing, supplies and hygiene for students identified. Special Circumstances will be handled on a case by case.

District Student Snapshot: African American .04%; Hispanic 93.8%; White 5%; American Indian 1%; Asian .05%; English Learners 6.9% and Economically Disadvantaged 76%/

The mobility rate for the district is 4.% while the stability rate is 85%

Areas of need include:

Attendance continues to be an area of concern

Use of Quality Data to Drive Instruction

The following data were reviewed in relation to Use of Quality Data to Drive Instruction:

A-F Accountability Report/

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

2018 CLOSING THE GAP

ACADEMIC ACHIEVEMENT All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races ED EL(Current & Monitored)+ Special Ed Current) Special Ed (Former)

ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%
TARGET MET	N		N	N					N	Y	N	N

MATHEMATICS TARGET All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races ED EL(Current & Monitored)+ Special Ed Current) Special Ed (Former)

46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	
TARGET MET	N		N	N						N	N	N

Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight	Score
1	16	6%	50.0%	3.0

GROWTH STATUS All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races ED EL(Current & Monitored)+ Special Ed Current) Special Ed (Former)

ELA/READING TARGET	66	62	65	69	67	77	67	68	64	64	59	65
TARGET MET	Y		N	N					Y	Y	N	

MATHEMATICS TARGET All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races ED EL(Current & Monitored)+ Special Ed Current) Special Ed (Former)

71	67	69	74	71	86	74	73	68	68	61	70	
TARGET MET	Y		Y	N					Y	Y	Y	

GRADUATION RATE STATUS All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races ED EL(Current & Monitored)+ Special Ed Current) Special Ed (Former)

GRADUATION TARGET	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a
TARGET MET	N		N								N	

Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight	Score
0	3	0%	10%	0

ENGLISH LANGUAGE PROFICIENCY STATUS EL (CURRENT/MONITORED)

ELP TARGET			42%		
TARGET MET			Y		
Total Met	Total Evaluated	Percent of Evaluated Indicators Met		Weight	Score
1	1	100%		10%	10

STUDENT SUCCESS STATUS Special Ed Current) Special Ed (Former)	All Students	African American	Hispanic	White American	Indian	Asian	Pacific Islander	Two or More Races	ED	EL(Current & Monitored)+	
STAAR COMPONENT TARGET	47	36	41	58	46	73	48	55	38	37	23
TARGET MET	N		N	N					N	Y	N

Total Met	Total Evaluated	Percent of Evaluated Indicators Met		Weight	Score
1	9	11%			

SCHOOL QUALITY STATUS Special Ed Current) Special Ed (Former)	All Students	African American	Hispanic	White American	Indian	Asian	Pacific Islander	Two or More Races	ED	EL(Current & Monitored)+	
CCMR	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%
TARGET MET	Y		Y							N	

Total Met	Total Evaluated	Percent of Evaluated Indicators Met		Weight	Score
3	4	75%		30%	22.5

2018 College, Career, and Military Readiness Data Table

Total graduates 119 100%

Total credit for CCMR criteria- 55%. Texas Success Initiative (TSI) Criteria Met TSI criteria in both ELA/Reading and Mathematics-48%; ELA/Reading: Met TSI criteria for at least one indicator 52%; Met TSI assessment criteria 37%;

Met ACT criteria 13%; Met SAT criteria 33%; Earned credit for a college prep course 0%

Mathematics: Met TSI criteria for at least one indicator-69%; Met TSI assessment criteria-35%; Met ACT criteria-12%; Met SAT criteria-22%; Earned credit for a college prep course-35%

AP/IB Examination: Met criterion score on an AP/IB exam in any subject 0%

Dual Course Credits: Earned credit for at least 3 hours in ELA or Mathematic or 9 hours in any subject- 37%

Industry-Based Certifications:

Earned an industry-based certification from approved list -0% Associate's Degree; Earned an associate's degree while in high school- 0% Graduate with Completed IEP and Workforce Readiness

Received graduation type code of 04, 05, 54, or 55- 0% U.S. Armed Forces: Enlisted in the U.S. Armed Forces 0% Met Non-CTE Criteria: Met at least one criteria above 53%

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and not met any other criteria (1/2 credit): 2%

Areas of need include:

Closing the Gap - ELA ED/EL Current, SE Current ; Math African Americans, ED and SE Current Graduation Rate - did not meet target in all students, Hispanic and ED; Student Success Rate - target not met for all students; Hispanics, White, ED, Special Ed both current and monitored.

District Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

Campus and district data (need information from surveys)

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

Areas of need include:

Leadership Effectiveness

The following data were reviewed in relation to Leadership Effectiveness:

Highly Effective/Teacher Equity Report for district, TAPR Report

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

Based on STAAR Results and working on Teacher retention, district working on Strategic Compensation Plan based on STAAR Reading and Math Scores along with Algebra I and EOC English I and II

Teacher performance provided to teachers is based on T-TESS Performance instrument for both observations/walk thru and instructional officers to assist with coaching in the classrooms.

District attends job fairs through both Reg. 20/TAMIU and advertise openings through each program to recruit highly effective staff and sign on bonuses/stipends are offered for those academic areas most in need.

Staff assigned to work with the highest need students is addressed at each campus per campus administration. (as per ESSA discussion regarding staff assigned has been reviewed with principals - those campuses that are able to move various teachers have begun to review the potential of this process.)

Areas of need include:

Develop/implement strategies and activities to recruit, hire, and retain highly qualified teachers and principals. ESSA Requirements to examine teacher experience - and teacher effectiveness to determine equitable access to effective teachers for low income and minority students. Develop a Compensation Plan - based on STAAR Scores to retain staff, as per ESSA Needs Assessment submitted to TEA.

Provide and/or attend professional development activities that improve the knowledge of both teachers and principals, instructional officers and para-professionals, to improve teaching practices and student academic achievement: such as effective instructional strategies, methods, skills, State academic content standards, student achievement and preparing students for State Assessment; to address the needs of students with different learning styles.

Provide training for para-professionals in areas of small group instruction, instructional accommodations, Supporting Instruction & Curricular Modifications, Sharon Wells, working with interventions in the classroom and core subject areas of math, science, ELA and Social Studies.

Provide training to enable teachers/principals to involve parents in their children's education, especially that of LEP, SE and Immigration children.

Provide and/or attend professional in core academic areas of teachers subject and delivery of instruction for students with disabilities.

Lack of training and/or PD programs that are designed to improve quality of principals and superintendents - to include supporting academies for both to become outstanding educational leaders, including providing information for campus administrators on required programs and implementation of these programs. Root cause analysis - providing time for campus and district administrators to collaborate and review district/campus data from the A-F accountability rating..

We also continue to seek and train qualified teaching staff with gifted and talented supplemental endorsement and secondary certification in music and/or arts.

Family and Community Engagement

The following data were reviewed in relation to Family and Community Engagement:

District Calendar/Parental Involvement Calendars (one for each campus) /Sign-in Sheets and Agendas/ Surveys

Review of Campus/District Activities

Migrant/Bilingual Parent Meetings/surveys (shared service with Region 20)

McKinney Vento- based on the 2017-2018 McKinney Vento numbers we show that we have students in Carrizo Springs that are in need of clothing, tutoring, and school supplies. We reviewed all of the data from the EOY exams to determine the 1 Reading and 1 Math focus TEKS that would be covered during Parent and Family Engagement Nights. These events also include a Take Away game/activity (that also relates to the focus TEKS) and this is another resource for parents to us at home to help their child improve/master these TEKS. Title 1 funds are used to purchase the materials for the activities.

Discipline Report SDS0100

Student Social, Emotional and Behavioral issues are on the rise

Family Academic Nights/surveys

2017-2018 parent and family engagement campus calendars, surveys, 2017-2018 parent and family engagement attendance/participation

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

Several events had low levels of parent engagement/ attendance. For the 2018-2019 school year we decided to coordinate with the local youth sporting events and are hoping for an increase in parent and family involvement. Opportunities for involvement include: Meet the Teacher Block Party, Open House, Atolito Con Mi Abuelito, Breakfast buddies, Report Card Conferences, Report Card Nights, Trunk-a-Treat, Polar Express, Warm up with A Good Book, Texas Reads One Book, Let's TACO 'Bout STAAR, A-F Accountability, Band nights, GT Show Case, etc. Students "sexting", students social, emotional and behavioral issues

Areas of need include:

We reviewed all of the data from the EOY exams to determine the focus TEKS/STAAR Categories that would be covered during Parent and Family Engagement Nights. These events also include a Take Away game/activity (that also relates to the focus TEKS) and this is another resource for parents to us at home to help their child improve/master these TEKS. Title 1 funds are used to purchase the materials for the activities and take away.

Based on discipline reports at both JH & HS "sexting" is on the rise compared this year to last year.

Counselors need assistance with working with students social, emotional and behavior support.

- CSE 2018-2019 Campus Focus: Pre-K: Math: 50% of students will be able to count sets by the end of the 18-19 school year. Reading: 50% of students will be able to recognize CLI letter naming by the end of the 18-19 school year. Kinder: Math: Students will increase from 38% to 43% in CLI operations. Reading: Students will increase CLI vocabulary from 25% to 30% 1st: Math: TEKS#1.5C. Students will increase operations, 10 more 10 less, from 66% to 70% Reading: TEKS #1.6C Students will increase vocabulary using the fryer model from 45% to 50% 2nd: Math: TEKS#2.7C. Students will be able to solve plus and minus word problems with an increase from 44.1% to 50%. Reading: TEKS#2.9A. Students will increase (inferencing) sequence skills from 26% to 35% 3rd: Math: TEKS# 3.4A. Students will solve addition and subtraction, 1 and 2 step problems with an increase from 31% to 36%. Reading: TEKS# 3.8A. Students will increase from 26% to 31% in sequencing and summarizing fictional text.

CSI

CSI 2018-2019 Campus Focus:

4th grade:

Math: Reporting Category 2: Computations and Algebraic Relationships: Readiness Standard. CSI will increase from 62.8%-65% for the 2018-2019 school year.

Reading: Reporting Category 2: Understanding and Analysis of Literary Texts: CSI will increase from 38.47%-40% for the 2018-2019 school year.

5th grade:

Math: Reporting Category 2: Computations and Algebraic Relationships: CSI will increase from 57%-60% for the 2018-2019 school year.

Reading: Reporting Category 1: Understanding and Analysis Across Genres: CSI will increase from 56%-60% for the 2018-2019 school year.

Science: Reporting Category 1: Matter and Energy: CSI will increase from 61.88%-65% for the 2018-2019 school year.

6th grade:

Math: Reporting Category 2: Computations and Algebraic Relationship: CSI will increase from 44%-47% for the 2018-2019 school year.

Reading: Reporting Category 3: Understanding and Analysis of Informational Texts: CSI will increase from 48%-52% for the 2018-2019 school year.

CSJH 2018-2019 Campus Focus:

7th grade:

Math: Geometry; 7.9 C) CSJH will increase from a 37.9%- 40% for the 2018-2019 school year.

Reading: 7.10D Informational Text; CSJH will increase from a 42%-47% for the 2018-2019 school year.

Writing: 7.19C Composition;. CSJH will maintain a 52% for the 2018-2019 school year.

8th grade:

Math: 8.4C Tables & Graphs, Real World Problems; (C) CSJH will increase from a 32.7% to a 34% for the 2018-2019 school year.

Reading: 8.10B Informational Text; B) CSJH will increase from a 49%-53%for the 2018-2019 school year.

Science: 8.5A Describing Structure of Atoms; (A) CSJH will increase from a from 42%-45% for the 2018-2019 school year.

Social Studies: 8.15A Historical Documents; (A) CSJH will increase from 52%-55% for the 2018-2019 school year.

CSHS School Focus

U.S. History: CSHS will increase from a 63% to a 68% in 2019 Reporting Category 3: Government and Citizenship U.S. History TEKS: US.21(A) a

Algebra I: CSHS will increase from a 43% to a 47% in 2019 TEKS Cluster: Quadratic Functions A.7 Quadratic functions and equations. Content: Describing Quadratic Functions TEKS: 7(C)

Biology: CSHS will increase from a 57% to a 63% in 2019 TEKS Cluster: Evolutionary Theory B.7 Science concepts. Content: Natural Selection TEKS: 7(E)

English I: CSHS will increase from a 40% to a 45% in 2019 TEKS Cluster: Editing E1.13 Writing Process Content: Sentence Structure TEKS: 17(C)

English II: CSHS will increase from a 32% to a 37% in 2019 TEKS Cluster: Editing E2.13 Writing Process. Content: Sentence Structure TEKS: 17(C)

Academic Performance

The following data were reviewed in relation to Academic Performance:

A-F Accountability

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

ALL SUBJECTS

APPROACHES	All Students 63%	Hispanic 65%	White 76%	Asian 100%	Econ Disadv 62%	EL+ 51%	EL (CURRENT/MONITOR) 65%	Special Ed 29%
MEETS	All Students 30%	Hispanic 32%	White 51%	Asian 100%	Econ Disadv 28%	EL+ 18%	EL (CURRENT/MONITOR) 33%	Special Ed 14%
MASTERS	All Students 12%	Hispanic 11%	White 17%	Asian 70%	Econ Disadv 9%	EL+ 6%	EL (CURRENT/MONITOR) 16%	Special Ed 8%

MASTERS GRADE LEVEL: 12% State Raw Score: 22%

Reading: 10%	State Raw Score: 19%	ALL 10%	HISPANICS 10%	WHITE 15%	ED 8%	EL 6%	EL (CURRENT/MONITOR) 16%
Math: 15%	State Raw Score: 24%	15%	15%	27%	12%	8%	21%
Science: 8%	State Raw Score: 23%	8%	8%	-	7%		
Social Studies: 21%	State Raw Score: 31%	21%	21%		19%		
Writing: 5%	State Raw Score: 13%	5%	5%	-	2%	-	16%

MEETS GRADE LEVEL: 33% State Raw Score: 48%

Reading: 30%	State Raw Score: 46%	ALL 30%	HISPANICS 28%	WHITE 54%	ED 25%	EL 44%	EL (CURRENT/MONITOR) 30%
Math: 37%	State Raw Score: 50%	37%	36%	57%	32%	25%	39%
Science: 33%	State Raw Score: 51%	33%	32%	-	27%	-	-
Social Studies: 42%	State Raw Score: 53%	42%	42%	-	38%		
Writing: 23%	State Raw Score: 41%	23%	22%	-	17%	-	39%

APPROACHES GRADE LEVEL: 66% State Raw Score: 77%

Reading: 63%	State Raw Score: 74%	ALL 63%	HISPANIC 62%	WHITE 70%	ED 59%	EL 44%	EL(CURRENT/MONITOR) 60%
Math: 75%	State Raw Score: 81%	75%	74%	84%	71%	63%	74%
Science: 67%	State Raw Score: 80%	67%	67%	-	63%		
Social Studies: 70%	State Raw Score: 78%	70%	70%	-	66%		
Writing: 48%	State Raw Score: 66%	43%	47%	-	43%		61%

2018 Graduation Rate Data Table CARRIZO SPRINGS CISD (064903)

4-Year Graduation Rate (Gr 9-12): Class of 2017

All Students	African American	Hispanic	White	American Indian	Asian	Econ Disadv	EL+	Special Ed
% Graduated 81.0%	80.2%	85.7%				73.9%	*	64.3%

5-Year Extended Graduation Rate (Gr 9-12): Class of 2016

All Students	African American	Hispanic	White	American Indian	Asian	Econ Disadv	EL+	Special Ed
% Graduated 85.8%	*	86.7%	77.8%	----		81.0%	*	76.5%

Graduated 151 * 143 ** ---- 85 * 13

Total in Class 176 * 165 ** ---- 105 * 17

6-Year Extended Graduation Rate (Gr 9-12): Class of 2015

All Students	African American	Hispanic	White	American Indian	Asian	Econ Disadv	EL+	Special Ed
% Graduated 88.0%	*	87.3%	100.0%	-		* 82.2%	*	84.0%

Graduated 146 * 138 5 - * -- 83 * 21

Total in Class 166 * 158 5 - * -- 101 * 25

Annual Dropout Rate (Gr 9-12): SY 2016-17

% Dropped Out All Students	African American	Hispanic	White	American Indian	Asian	Econ Disadv	EL+	Special Ed
2.5%	0.0%	2.7%	0.0%	-	-	3.4%	5.0%	6.0%

Areas of need include:

CLOSING THE GAPS: 4 AREAS TO REVIEW: GRADE LEVEL PERFORMANCE; ACADEMIC GROWTH/GRADUATION RATE; ENGLISH LANGUAGE PROFICIENCY; STUDENT ACHIEVEMENT GRADE LEVEL PERFORMANCE

1 OUT OF 16 TARGETS MET: ENGLISH LEARNERS (READING) - working with students, providing opportunities - such as Summer Enrichment Camps.

15 TARGETS NOT MET:

READING: All Students, White, Hispanics, ED, SE (Enrolled, Currently Enrolled, Non-Currently Enrolled)

MATH: All Students, Whites, Hispanics, EL, SE Enrolled, Currently Enrolled and Non-Currently Enrolled

ACADEMIC GROWTH/GRADUATION RATE 0 OUT OF 3 TARGETS MET

GRADUATION: All Students, Hispanics, ED - NOT MET

ENGLISH LANGUAGE PROFICIENCY 1 OUT OF 1 TARGET MET: EL

STUDENT ACHIEVEMENT: 3 OUT OF 4 TARGETS MET

MET: All Students/Hispanics/Currently Enrolled

NOT MET: ECON DIS

Science

Social Studies

School Climate

The following data were reviewed in relation to School Climate:

Campus and District Parental Surveys - Climate Surveys

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

Areas of need include:

Increase Learning Time

The following data were reviewed in relation to Increase Learning Time:

Region 20 Bilingual/ESL Evaluation was conducted and we have implemented time and treatment program for PK - 6th grade.

GT Showcases and identification of students

Review of master schedules to ensure that daily time for core subject areas is consistent by campus and grade level.

Ensure ELAR use full amount of instructional time (bell to bell).

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

ELAR Support - both Horizontal and Vertical Alignment, Planning for teachers - training for teachers in Social Studies and Science (Sup - Pops)

Areas of need include:

Update for Gifted and Talented teachers that have had the 30 hour training. 5 day professional training in the areas of giftedness for those teachers at the campus level.

Planning time for gifted and talented teachers with project based learning. Professional Development for Science and Social Studies. ELAR support across the district (all levels).

Teacher Quality

The following data were reviewed in relation to Teacher Quality:

Teacher Turn Over Rate, to include Bilingual

The district has a total of 346/341 staff members;

184,9/42.6 % Teachers, 141.9/145.5 Professional Support,

11/12 Campus Administration (school leadership),

6 Central Administration;

43.0/42.0 Educational Aides,

118.2/119.6 Auxiliary Staff.

121.2 Hispanic/Latino - 17.7 White, 1 two or more races. 100.9 females; 40.9 Males; 1 Asian Males/1 females;1 male Black/African - 3 female; 10 white male/23 females; and 1 male two or more races. Teacher student ratios - 15.5

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

Varied years of experience and high turnover with inconsistent delivery of instruction. Equity data showed need a Mentor Program with more rigor and assistance for new and 2nd year teachers. Teacher certifications; areas of teacher testing; number of certificates per teacher and shortage of bilingual and special education teachers and CTE Certified.. Review of inexperienced teachers and out of field. - gaps between low income and provide a strategic compensation plan based on ELA/Math needs.

Areas of need include:

TELPAS Dig/Learning Content Objective, Training for new and 2nd year teachers, SS and Science assistance with horizontal training. Teachers needing assistance with certification testing, travel and lodging. Teachers in alternative certification - needing to complete certification, as per their program requirement and job assignment. review of equity gaps between students of minority and low income. Provide a strategic compensation plan based on ELA/Math needs as per ESSA Needs assessment - based on recruitment and retentions (EQUITY Plan).

Reading

2016-17 Reading STAAR Results												2017-18 Reading STAAR Results									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	3	195	1377	89	46	106	54	53	27	28	14	152	1418	43	28	109	72	45	30	32	21
	4	170	1425	101	59	69	41	30	18	14	8	181	1468	71	39	110	61	50	28	21	12
	5	170	1480	85	50	85	50	36	21	18	11	172	1495	72	42	100	58	43	25	16	9
	6	175	1516	90	51	85	49	27	15	12	7	157	1514	85	54	72	46	29	18	14	9
	7	162	1583	71	44	91	56	39	24	16	10	181	1597	72	40	109	60	58	32	30	17
	8	167										169	1640	56	33	113	67	50	30	26	15
Hispanic/Latino	3	184	1374	86	47	98	53	48	26	25	14	141	1407	41	29	100	71	36	26	27	19
	4	162	1421	98	60	64	40	27	17	12	7	172	1466	69	40	103	60	46	27	21	12
	5	162	1476	83	51	79	49	33	20	16	10	162	1492	70	43	92	57	38	23	15	9
	6	159	1511	84	53	75	47	21	13	10	6	152	1514	82	54	70	46	28	18	14	9
	7	154	1581	68	44	86	56	37	24	15	10	164	1589	69	42	95	58	48	29	22	13
	8	153										159	1641	51	32	108	68	48	30	25	16
American Indian or Alaska Native	3	0										0									
	4	0										0									
	5	0										1									
	6	1										0									
	7	0										0									
	8	0										0									
Asian	3	0																			
	4	0																			
	5	2																			
	6	1																			
	7	0																			
Black or African American	3	1										1									
	4	0										3									

	5	0										0									
	6	1										0									
	7	0										1									
	8	0										0									
Native Hawaiian or Other Pacific Islander	3	0																			
	4	0																			
	5	0																			
	6	0																			
	7	0																			
White	3	9	1421	3	33	6	67	4	44	2	22	6	1494	1	17	5	83	5	83	2	33
	4	6	1468	3	50	3	50	2	33	1	17	6	1539	1	17	5	83	4	67	0	0
	5	6	1536	2	33	4	67	1	17	1	17	6	1555	1	17	5	83	4	67	0	0
	6	12	1571	4	33	8	67	5	42	2	17	3									
	7	8	1613	3	38	5	63	2	25	1	13	15	1666	3	20	12	80	9	60	7	47
	8	14										10	1620	5	50	5	50	2	20	1	10
Two or More Races	3	1										2									
	4	2										0									
	5	0										3									
	6	0										1									
	7	0										0									
	8	0										0									
Economically Disadvantaged	3	149	1355	76	51	73	49	32	21	13	9	112	1399	37	33	75	67	27	24	18	16
	4	136	1406	89	65	47	35	19	14	6	4	142	1447	64	45	78	55	29	20	10	7
	5	144	1473	77	53	67	47	29	20	15	10	130	1481	61	47	69	53	26	20	10	8
	6	148	1514	76	51	72	49	22	15	8	5	119	1504	71	60	48	40	19	16	9	8
	7	128	1565	63	49	65	51	23	18	9	7	142	1580	62	44	80	56	40	28	18	13
	8	120											130	1624	49	38	81	62	31	24	17
Limited English Proficient	3	22	1446	7	32	15	68	9	41	7	32	27	1408	11	41	16	59	8	30	5	19
	4	24	1396	17	71	7	29	2	8	2	8	16	1420	9	56	7	44	2	13	2	13
	5	12	1449	7	58	5	42	2	17	0	0	19	1461	10	53	9	47	5	26	0	0
	6	8	1432	6	75	2	25	0	0	0	0	6	1485	3	50	3	50	0	0	0	0
	7	6	1489	5	83	1	17	0	0	0	0	9	1511	5	56	4	44	0	0	0	0

	8	7										5	1502	5	100	0	0	0	0	0	0
Special Education	3	17	1261	14	82	3	18	1	6	1	6	13	1288	11	85	2	15	0	0	0	0
	4	8	1316	7	88	1	13	0	0	0	0	14	1371	10	71	4	29	2	14	1	7
	5	8	1351	7	88	1	13	0	0	0	0	10	1410	6	60	4	40	0	0	0	0
	6	9	1354	9	100	0	0	0	0	0	0	8	1400	8	100	0	0	0	0	0	0
	7	10	1458	9	90	1	10	0	0	0	0	13	1441	13	100	0	0	0	0	0	0
	8	9										11	1463	10	91	1	9	0	0	0	0
At-Risk	3	127	1332	77	61	50	39	21	17	13	10										
	4	114	1379	85	75	29	25	7	6	2	2										
	5	119	1440	79	66	40	34	10	8	4	3										
	6	107	1468	74	69	33	31	4	4	1	1										
	7	120	1543	68	57	52	43	13	11	2	2										

Writing

2016-17 Writing STAAR Results												2017-18 Writing STAAR Results									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	4	173	3361	105	61	68	39	12	7	4	2	183	3383	112	61	71	39	26	14	4	2
	7	162	3491	80	49	82	51	27	17	3	2	181	3612	82	45	99	55	54	30	12	7
Hispanic/Latino	4	165	3338	102	62	63	38	10	6	2	1	174	3376	107	61	67	39	24	14	4	2
	7	153	3499	75	49	78	51	27	18	3	2	164	3588	77	47	87	53	47	29	10	6
American Indian or Alaska	4	0										0									
	7	0										0									
Asian	4	0																			
	7	0																			
Black or African American	4	0										3									
	7	0										1									
Native Hawaiian or Other	4	0																			
	7	0																			

White	4	6	3673	3	50	3	50	1	17	1	17	6	3722	2	33	4	67	2	33	0	0
	7	9	3359	5	56	4	44	0	0	0	0	15	3737	5	33	10	67	6	40	1	7
Two or More Races	4	2										0									
	7	0										0									
Economically Disadvantaged	4	139	3302	91	65	48	35	6	4	1	1	144	3275	99	69	45	31	10	7	1	1
	7	128	3416	74	58	54	42	14	11	2	2	142	3527	68	48	74	52	37	26	5	4
Limited English Proficient	4	24	3255	16	67	8	33	0	0	0	0	16	3171	12	75	4	25	1	6	0	0
	7	6	3410	3	50	3	50	0	0	0	0	10	3230	7	70	3	30	1	10	0	0
Special Education	4	8	2860	8	100	0	0	0	0	0	0	15	2843	14	93	1	7	0	0	0	0
	7	11	2849	11	100	0	0	0	0	0	0	13	2824	13	100	0	0	0	0	0	0
At-Risk	4	115	3204	82	71	33	29	0	0	0	0										
	7	120	3333	76	63	44	37	6	5	0	0										

English I

2016-17 English I STAAR Results											2017-18 English I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	213	3695	120	56	93	44	51	24	1	0	206	3806	91	44	115	56	72	35	2	1
Hispanic/Latino	199	3688	116	58	83	42	47	24	1	1	192	3800	85	44	107	56	64	33	1	1
White	13	3743	4	31	9	69	3	23	0	0	14	3887	6	43	8	57	8	57	1	7
Economically Disadvantaged	168	3657	104	62	64	38	33	20	0	0	159	3770	74	47	85	53	49	31	1	1
Limited English Proficient	11	3541	8	73	3	27	0	0	0	0	10	3366	9	90	1	10	1	10	0	0
Special Education	20	3231	19	95	1	5	0	0	0	0	13	3322	12	92	1	8	0	0	0	0
At-Risk	148	3500	114	77	34	23	9	6	0	0										

English II

2016-17 English II STAAR Results											2017-18 English II STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	198	3783	99	50	99	50	62	31	4	2	178	3796	84	47	94	53	63	35	6	3
Hispanic/Latino	188	3763	94	50	94	50	58	31	2	1	166	3791	79	48	87	52	57	34	5	3
White	9	3931	5	56	4	44	3	33	1	11	11	3745	5	45	6	55	5	45	0	0
Economically Disadvantaged	144	3703	80	56	64	44	33	23	1	1	135	3743	69	51	66	49	43	32	3	2
Limited English Proficient	7	3316	7	100	0	0	0	0	0	0	8	3352	8	100	0	0	0	0	0	0
Special Education	15	3217	14	93	1	7	0	0	0	0	7	3165	7	100	0	0	0	0	0	0
At-Risk	156	3624	96	62	60	38	29	19	0	0										

Mathematics

2016-17 Mathematics STAAR Results												2017-18 Mathematics STAAR Results									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	3	196	1399	77	39	119	61	51	26	24	12	151	1436	46	30	105	70	49	32	19	13
	4	172	1506	62	36	110	64	41	24	18	10	181	1541	54	30	127	70	73	40	34	19
	5	170	1558	47	28	123	72	43	25	19	11	171	1559	46	27	125	73	51	30	16	9
	6	176	1547	93	53	83	47	35	20	11	6	158	1588	62	39	96	61	41	26	15	9
	7	162	1612	85	52	77	48	45	28	18	11	181	1637	65	36	116	64	62	34	25	14
	8	110										118	1635	39	33	79	67	22	19	4	3
Hispanic/Latino	3	185	1397	75	41	110	59	48	26	23	12	140	1428	44	31	96	69	42	30	14	10
	4	164	1502	61	37	103	63	36	22	15	9	172	1539	52	30	120	70	68	40	31	18
	5	162	1554	46	28	116	72	39	24	17	10	161	1556	43	27	118	73	44	27	15	9
	6	160	1539	87	54	73	46	28	18	7	4	153	1586	60	39	93	61	38	25	14	9
	7	154	1612	82	53	72	47	43	28	18	12	164	1626	62	38	102	62	50	30	19	12
	8	101										110	1637	36	33	74	67	22	20	4	4
American Indian or Alaska Native	3	0										0									
	4	0										0									
	5	0										1									
	6	1										0									
	7	0										0									
	8	0										0									
Asian	3	0																			
	4	0																			
	5	2																			
	6	1																			
	7	0																			
Black or African American	3	1										1									
	4	0										3									
	5	0										0									

	6	1										0									
	7	0										1									
	8	0										0									
Native Hawaiian or Other Pacific Islander	3	0																			
	4	0																			
	5	0																			
	6	0																			
	7	0																			
White	3	9	1433	2	22	7	78	3	33	1	11	6	1544	1	17	5	83	4	67	3	50
	4	6	1554	1	17	5	83	3	50	2	33	6	1614	1	17	5	83	4	67	3	50
	5	6	1617	1	17	5	83	2	33	1	17	6	1620	1	17	5	83	5	83	0	0
	6	12	1638	4	33	8	67	6	50	3	25	3									
	7	8	1617	3	38	5	63	2	25	0	0	15	1711	3	20	12	80	10	67	5	33
	8	9										8	1604	3	38	5	63	0	0	0	0
Two or More Races	3	1										2									
	4	2										0									
	5	0										3									
	6	0										1									
	7	0										0									
	8	0										0									
Economically Disadvantaged	3	149	1383	65	44	84	56	32	21	13	9	112	1421	40	36	72	64	33	29	12	11
	4	138	1493	54	39	84	61	26	19	9	7	142	1517	49	35	93	65	48	34	17	12
	5	144	1552	42	29	102	71	34	24	14	10	129	1540	42	33	87	67	29	22	6	5
	6	149	1540	81	54	68	46	27	18	7	5	120	1574	52	43	68	57	25	21	10	8
	7	128	1593	74	58	54	42	28	22	10	8	142	1620	57	40	85	60	40	28	16	11
	8	85										100	1629	36	36	64	64	18	18	3	3
Limited English Proficient	3	22	1464	6	27	16	73	11	50	6	27	27	1403	11	41	16	59	6	22	4	15
	4	24	1470	10	42	14	58	2	8	1	4	16	1498	6	38	10	63	4	25	1	6
	5	12	1566	1	8	11	92	2	17	1	8	19	1599	3	16	16	84	8	42	3	16
	6	8	1466	7	88	1	13	1	13	0	0	6	1571	3	50	3	50	2	33	0	0
	7	6	1562	4	67	2	33	0	0	0	0	9	1582	5	56	4	44	1	11	1	11
	8	7										5	1582	3	60	2	40	1	20	0	0

Special Education	3	17	1265	14	82	3	18	2	12	1	6	13	1309	9	69	4	31	0	0	0	0
	4	8	1369	8	100	0	0	0	0	0	0	14	1410	10	71	4	29	2	14	1	7
	5	8	1463	6	75	2	25	0	0	0	0	10	1456	8	80	2	20	0	0	0	0
	6	9	1454	9	100	0	0	0	0	0	0	9	1478	7	78	2	22	1	11	0	0
	7	11	1496	9	82	2	18	0	0	0	0	13	1505	13	100	0	0	0	0	0	0
	8	9											11	1539	8	73	3	27	0	0	0
At-Risk	3	128	1353	67	52	61	48	21	16	10	8										
	4	115	1460	57	50	58	50	11	10	3	3										
	5	119	1518	43	36	76	64	13	11	4	3										
	6	108	1494	80	74	28	26	6	6	0	0										
	7	120	1565	77	64	43	36	15	13	2	2										

Algebra I

2016-17 Algebra I STAAR Results											2017-18 Algebra I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	210	3973	47	22	163	78	92	44	51	24	154	4197	18	12	136	88	105	68	62	40
Hispanic/Latino	198	3976	44	22	154	78	86	43	47	24	144	4202	17	12	127	88	99	69	58	40
White	12	3931	3	25	9	75	6	50	4	33	10	4122	1	10	9	90	6	60	4	40
Economically Disadvantaged	161	3920	39	24	122	76	64	40	33	20	114	4145	17	15	97	85	73	64	42	37
Limited English Proficient	12	3735	3	25	9	75	1	8	0	0	7	3855	2	29	5	71	3	43	1	14
Special Education	19	3406	13	68	6	32	0	0	0	0	9	3563	5	56	4	44	3	33	0	0
At-Risk	141	3802	43	30	98	70	38	27	17	12										

Science

2016-17 Science STAAR Results												2017-18 Science STAAR Results									
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	5	168	3626	70	42	98	58	35	21	12	7	169	3696	50	30	119	70	43	25	8	5
	8	164										170	3555	97	57	73	43	37	22	12	7
Hispanic/Latino	5	160	3613	69	43	91	57	33	21	11	7	159	3694	48	30	111	70	40	25	8	5
	8	150										160	3552	92	58	68	43	34	21	12	8
American Indian or Alaska	5	0										1									
	8	0										0									
Asian	5	2																			
Black or African American	5	0										0									
	8	0										1									
Native Hawaiian or Other Pacific Islander	5	0																			
White	5	6	3826	1	17	5	83	1	17	1	17	6	3825	0	0	6	100	2	33	0	0
	8	14										9	3654	4	44	5	56	3	33	0	0
Two or More Races	5	0										3									
	8	0										0									
Economically Disadvantaged	5	143	3589	63	44	80	56	25	17	9	6	126	3639	41	33	85	67	25	20	1	1
	8	117										132	3488	84	64	48	36	23	17	8	6
Limited English Proficient	5	12	3602	7	58	5	42	1	8	1	8	18	3689	5	28	13	72	5	28	1	6
	8	7										5	3202	5	100	0	0	0	0	0	0
Special Education	5	8	3242	6	75	2	25	1	13	0	0	9	3248	7	78	2	22	0	0	0	0
	8											12	3096	10	83	2	17	1	8	0	0
At-Risk	5	120	3479	67	56	53	44	12	10	2	2										

Biology

2016-17 Biology STAAR Results											2017-18 Biology STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	148	3850	34	23	114	77	55	37	3	2	156	4009	23	15	133	85	84	54	20	13
Hispanic/Latino	140	3831	33	24	107	76	49	35	2	1	144	4001	22	15	122	85	76	53	18	13
White	7	4139	1	14	6	86	5	71	1	14	12	4097	1	8	11	92	8	67	2	17
Economically Disadvantaged	114	3797	28	25	86	75	34	30	0	0	116	3973	22	19	94	81	55	47	16	14
Limited English Proficient	6	3527	2	33	4	67	0	0	0	0	5	3569	3	60	2	40	1	20	0	0
Special Education	10	3388	8	80	2	20	0	0	0	0	8	3404	6	75	2	25	0	0	0	0
At-Risk	98	3687	33	34	65	66	14	14	0	0										

Social Studies

2016-17 Social Studies STAAR Results											2017-18 Social Studies STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All	8	164									170	3594	83	49	87	51	35	21	20	12	
Hispanic/Latino	8	150									160	3596	78	49	82	51	33	21	19	12	
American Indian or Alaska Native	8	0									0										
Black or	8	0									1										

African American																				
White	8	14									9	3525	5	56	4	44	2	22	1	11
Two or More Races	8	0									0									
Economically Disadvantaged	8	117									132	3520	73	55	59	45	21	16	14	11
Limited English Proficient	8	7									5	3399	4	80	1	20	0	0	0	0
Special Education	8	9									12	3078	11	92	1	8	0	0	0	0

U.S History

2016-17 U.S History STAAR Results											2017-18 U.S History STAAR Results									
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%			#	%	#	%	#	%		
All Students	143	4121	12	8	131	92	87	61	41	29	144	4217	13	9	131	91	99	69	47	33
Hispanic/Latino	134	4106	11	8	123	92	79	59	36	27	137	4203	13	9	124	91	94	69	44	32
White	8	4330	1	13	7	88	7	88	4	50	6	4391	0	0	6	100	4	67	2	33
Economically Disadvantaged	100	4044	10	10	90	90	55	55	20	20	108	4170	12	11	96	89	71	66	32	30
Limited English Proficient	3										5	3733	1	20	4	80	0	0	0	0
Special Education	12	3726	3	25	9	75	3	25	1	8	8	3478	6	75	2	25	1	13	0	0
At-Risk	95	3907	12	13	83	87	39	41	8	8										

Goals and Strategies

Subject Area: **Student Performance**

District Priority: Board/District Goal: CSCISD will promote academic excellence through a rigorous, challenging, engaging and technologically advanced curriculum and instruction.

1. Exceed state standards
2. Data utilization/intervention (RTI)
3. Curriculum alignment
4. Cohort tracking
5. Close achievement gaps for special populations to include Special Ed, economically disadvantage, migrant, and LEP students

Campus Performance Objective: Performance Objective 1: By May 2019 all CSCISD campuses will develop a district wide vertically aligned ELAR curriculum.
 Strategy: CSCISD will develop a systematic approach to deliver ELAR TEKS across campuses, with an emphasis on all sub-populations.
 Actions Steps:

1. Create a district level ELAR team with representation from all campuses.
2. Evaluate the existing ELAR instructional practices.
3. Provide instructional training for the district ELAR team.
4. Develop a district-wide process to address struggling readers and writers.
5. Train all ELAR teachers in the district and all campus administrators.

Objective 1: CSCISD will develop and execute vertically aligned reading and writing processes that address the needs of all populations.
 Performance Objective 2: CSCISD will establish and execute a math system through grades Pre-K through 6th and vertically align the system with grades 7-12.
 Strategy: The campuses will execute a systematic approach for Math by aligning transitional grade curricula, with an emphasis on all sub-populations.
 Action Steps:

1. Identify the campus Math team
2. Evaluate campus Math instructional practices vs TEKS and TEKS Resource System
3. Provide training for campus Math team through Region 20 Math Cooperative
4. Develop a campus-wide process addressing the needs of students struggling in Math
5. Provide summer training for campus Math Teachers

Formative Evaluation: Performance Reports (STAAR, EOC, TELPAS, PBMAS, TAPR)

Legend to Review (date)

*A – accomplished; SP – some progress; NP – no progress; X - discontinued

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 Teachers, students and parents will be surveyed - technology. Teachers will be provided with PD to assist students in closing the gap.	Director of Technology Campus Administrators	February 2019	Review results of Clarity survey	By May of 2020 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	2,4	5000-5999: Computer Software/Subscri ptions	Title I Part A: Allocation	1250.00
					Clarity Survey	5000-5999: Computer Software/Subscri ptions	Title I	4000.
					Teacher Bootcamp	1000-1999: Certificated Personnel Salaries	Title I	6000.00
					Student Tech Camp	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	6000.
					Region 20	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	20000.
2 Reading Plus program will be implemented grades 2nd - 12th. Strategy will address closing the achievement gaps for identified students	Campus Administrators Director of CIA Federal Programs Dir	December 2018 June 2019	Reading Plus reports STAAR	By May 2019, 75% of student utilizing Reading Plus program will see at least one grade level increase in reading levels	Reading Plus	5000-5999: Computer Software/Subscri ptions	Title I	48000.
					Intervention Teachers	1000-1999: Certificated Personnel Salaries	Title I	75000.

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
3 Instructional Officers, Campus and district administration 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	Campus Administrators IO District Administrators	June 2019	Agendas TOT Sign-in Sheets	100% of campus and district administration will utilize the program by August of 2018.	1,2,3,4, DTC		Title I	6189.00
					Root Cause Analysis	5800: Professional/Consulting Services And Operating Expenditures	Title I	3000.00
					Federal/bilingual Programs Directors Meeting	0001-0999: Travel	Title I	450.00
					ACET Conference	0001-0999: Travel	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	3000.00
					McKinney Vento Training	0001-0999: Travel	Title I	1000.
					Grant Management Training	0001-0999: Travel	Title I	500.00
					Equity Planning - meetings (miscellaneous expenses)	0001-0999: Travel	Title I	800.00
					IO	1000-1999: Certificated Personnel Salaries	Title I	200,000.
					Get Better Faster	4000-4999: Books And Supplies	Title I	600.00
					Trans Act		Title I	4275.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
4 Identified and referred students for GT will participate in showcases during the school year. Teachers will be provided with staff development and planning time.	Campus Administrators Campus G/T ELA teachers (1st - 6th) and 7th - 12th (Social Studies)	January 2019 April 2019	Showcases Survey	100% of identified gifted and talented students by May of 2019 will have participated in the showcases.	Students	0001-0999: Travel	LCFF - Supplemental	1000.00
					Supplemental Pay	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2500.00
					CO-OP	5800: Professional/Cons ulting Services And Operating Expenditures	LCFF - Supplemental	2400.
					Showcase	4000-4999: Books And Supplies	LCFF - Supplemental	4500.00
5 Utilize math supplemental curriculum for grade K-5th (Sharon Wells and Pearlized Math)	Campus Admin. Federal Programs Director		Benchmarks STAAR	Benchmarks STAAR	Sharon Wells	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	45,000.00
					Pearlized Math	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	25,000.
					Family Engagement	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	2000.00
6 Certified Math teacher monitors Credit Recovery/Math lab at JH/HS to assist and provide prescriptive learning paths for students.	Principal Federal Programs Dir		Odysseyware reports of credits earned Transcripts (TXEIS) Certified teacher provides assistance and instructions	Provide a certified Math teacher to students in Credit Recover for at least 75% of the classes provided.		1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educational Disadvantaged Youths (SCE/EDY)	80552.00
						5000-5999: Computer Software/Subscri ptions	State Compensatory Education/Educational Disadvantaged Youths (SCE/EDY)	22,000.

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
7 For students in DAEP/ School of Choice staff will assist students not mastering (JH/HS).	Campus Administration	June 2019	Odysseyware Reports Credits STAAR Results	Will assist DAEP/ School of choice staff in working with students not mastering Benchmarks/CBA's in English/ Algebra I		1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	114,274.
						4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	5000.00
						5000-5999: Computer Software/Subscriptions	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	21000.00
8 Provide summer school (extended year) for all district students not meeting standards set by district.	Campus Administrators Summer School Coordinators	June 2019	Pre/Post Test/STAAR Assessment/EOC	100 % of students will continue to receive support (supplies) for summer school by June 2019.	Teachers (JH/HS)	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	115000.00
					Para's	2000-2999: Para-professionals	Title I	25000.00
					Supplies	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	15000.00
					PD	5800: Professional/Consulting Services And Operating Expenditures	Title I	1800.00
					Coordinator	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	45000.00
					Teachers -Elem	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	85000.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
9 Identified bilingual and migrant students not meeting standards will be serviced with a tutor throughout the school year in core subject areas. Strategy will address closing the achievement gaps for identified students.	Campus Administrator	June 2019	Student Logs STAAR TELPAS	Students being tutored will increase by 5% on STAAR by June 2019.	tutors	2000-2999: Para-professionals	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	8000.00
					Migrant/Bilingual Celebration	5800: Professional/Consulting Services And Operating Expenditures	Title I	1500.00
10 District and campus administration will utilize programs designated to assist in analyzing data - root cause analysis. Strategy will address closing the achievement gaps for identified students. .	Campus and District Administrators Campus LPAC	September 2018 June 2019	BOY/MOY/EOY LPAC information	100% of LPAC Bilingual/ESL campus staff will utilize the program by 2018 to assist LPAC administration with much needed information on students.		5000-5999: Computer Software/Subscriptions	LCFF - Supplemental	9250.00
						0001-0999: Travel	LCFF - Supplemental	5000.00
						1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	400000
						0001-0999: Travel	LCFF - Supplemental	3500.00
					Summer Camp	5800: Professional/Consulting Services And Operating Expenditures	Title I	5600.00
11 Campuses will utilize identified programs for ELAR. Campus and district administration will attend professional development and work with consultants. Campus and district administrators will attend leadership academy to analyze data - root cause analysis Strategy will address closing the achievement gaps for identified students	Principals Director of CIA	June 2019	STAAR Results EOC English I and II A-F Accountability Rating Mini-Assessment Student Data Six Weeks Student Data	STAAR Results will increase 5% each year as per ESSA Needs Assessment	2, 4	1000-1999: Certificated Personnel Salaries	District Funded	
					ELAR Support	5800: Professional/Consulting Services And Operating Expenditures		
					ELAR Consultant	5800: Professional/Consulting Services And Operating Expenditures		15,000.
					Summer Leadership Academy	0001-0999: Travel	Title I	12000.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
12 Identified at-risk students will be provided with interventions by identified teachers and para-professionals and provide professional development for teachers, para's and administrators. Strategy will address closing the achievement gaps for identified students	Campus Administrators SCE Director	September BOY 2017 January MOY 2018 May EOY 2018	Renaissance STAAR Results SCE Evaluation	75% of identified at-risk students will receive interventions by June of 2019.	SCE funded para's	2000-2999: Para-professionals	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	156697.00
					Tutors	2000-2999: Para-professionals	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	49,880.00
					CSE Interventionist	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	95,000.00
					HS Interventionist	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	30,000.
					CSI Interventionist	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	1000.00
					PK Teachers	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	115,738.
						4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	5000
					SCE Evaluation - extra duty pay	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	15,000.
					Para Training	5800: Professional/Consulting Services And Operating Expenditures	Title I	2200.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
13 McKinney-Vento Campus Liaisons will monitor the attendance, grades and college readiness of identified students (TEXSHIP funds)	Principal McKinney-Vento liaison (Counselors)	November 2018 (CAT) February 2019 (CAT)	Attendance reports Report cards Transcripts	As a result of monitoring, 90% of McKinney Vento identified students will be on track to graduate with their cohort by June 2021	Transportation	0001-0999: Travel	Title I	5000.
					Training	0001-0999: Travel	Title I	8000.
					Supplies	4000-4999: Books And Supplies	Title I	4000.
					College Readiness	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2000.
					Tutoring	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2000.
14 District students identified not meeting standards set by campuses will be provided with extended day and Saturday academies.	Campus Administrators	May 2019	Pre-post assessment results Lesson Plans Student Attendance at Extended day	75-85% of all at-risk students needing interventions will be provided by June 2019.	Review data provide by Campus administrators	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	60,991.00
					Transportation	0001-0999: Travel	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	9700.00
					SE Ex.Day, ESY, & Summer School	1000-1999: Certificated Personnel Salaries	General Fund	10000
					SE Ex.Day, ESY, & Summer School	1000-1999: Certificated Personnel Salaries	Special Education	3000
					Para Support X Duty & Summer School	2000-2999: Para-professionals	General Fund	12,500
					Para Support X Duty & Summer School	2000-2999: Para-professionals	Special Education	6,800

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
15 The Federal Programs Coordinator and district parent liaisons (supplemental) will work with school personnel, parents and students.	Campus Administrator Federal Programs Director Federal Programs Coordinator	June 2019	Sign-In Sheets Contact Logs Agenda Survey	.By August 2019, Federal Programs Coordinator will set- up calendar (web site)to provide training/meetings for both parents and students - increase from 50 - 75%.	Supplies	4000-4999: Books And Supplies	Title I	3000.00
					Training	1000-1999: Certificated Personnel Salaries	Title I	27,000.
					Family Engagement	0001-0999: Travel	Title I	2500.00
						5800: Professional/Cons ulting Services And Operating Expenditures	Title I	2000.
					Sexting	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	3000.00
travel to visit campuses	0001-0999: Travel	Title I	1000.00					
16 Counselors will address the students needs in the areas of social and emotional concerns.	Campus Administrators	June 2019	Certificates	By August of 2019, there will be a decrease of students social and emotional concerns by 5%.	Region 20	0001-0999: Travel	Title I	2000.00
					Partners in Education	0001-0999: Travel	Title I	2000.00

Goals and Strategies

Subject Area: **Maximize Funding**

District Priority: Goal 2 – CSCISD will maximize funding, prioritize expenditures and allocate the necessary resources to meet the educational needs of all students.

1. Sustain effective financial stability
2. Timely financial reports
3. Monitor budget process
4. Comprehensive plan to address district financial budget
5. Facilities management

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

Strategy: District finance officials will provide guidance on appropriate financial processes for all program directors and princip

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.

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

Strategy: 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

Formative Evaluation: TEA Finance Reports, First Rating Report, TAPR, EDGAR

Legend to Review (date)

*A – accomplished; SP – some progress; NP – no progress; X - discontinued

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner’s Priority	Type	Funding Source	Amount

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 Meet at least monthly with Directors to review grant expenditure and timelines <ul style="list-style-type: none"> • Grant Draw Requests • Grant Expenditures (vs time passed) • State Program Allotments (Must Spend) 	Executive Director of Finance Directors	November 2018 March 2019	Sign In Sheets, Agendas		Director	1000-1999: Certificated Personnel Salaries		
2 Attend training at ESC 20 to improve efficiency of Business Office operations, ensure compliance with changing rules and regulations and implement Best Practices	Executive Director of Finance	November 2018 June 2019	Budget			0001-0999: Travel		
3 Conduct budget meetings with Principals and Directors to ensure timely completion of the budget process. <ul style="list-style-type: none"> • Personnel Allocation • Campus/Department Allocation 	Ex. Director of Finance		Sign In Sheets, Agendas Calendar of Events					

Goals and Strategies

Subject Area: Safe Environment

District Priority: Superintendent Goal #3 CSCISD will provide an environment where every student is engaged every day and attendance and participation are encouraged

Campus Performance Objective: Objective 1: CSCISD will increase student attendance to reach or exceed 95% and decrease drop-out rates, below 1.5%, by implementing a systematic set of uniform guiding principles.
 Strategy: Raise awareness of the importance of daily attendance for all stakeholders by fostering positive relationships
 Objective 2: CSCISD will establish a safe learning environment to provide a platform for parents and community members to be full partners in the education of their children.
 Strategy: Campuses will sustain their family engagement plan to continue building trust with parents by hosting purposeful events and activities.

Formative Evaluation: PEIMS, Attendance reports, Truancy Officer Data
 TAPR, PBMAS

Legend to Review (date)

*A – accomplished; SP – some progress; NP – no progress; X - discontinued

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 *Send notices to parents when a student has 3 absences – *After (5) “parent excuse” notices – principal will have discretion to determine if excuse is (excused or unexcused) – meeting with parent may be held as well	Campus Attendance Committee, Principals, Truancy Officer, Attendance Clerks, Counselors	June 2019	Weekly attendance reports	By May 2020, 100% of all parents will have received the following: *Send notices to parents when a student has 3 absences – *After (5) “parent excuse” notices – principal will have discretion to determine if excuse is (excused or unexcused) – meeting with parent may be held as well	Truancy Officer, Automated Phone System alerts, postage Campus Attendance Committee Counselors			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
2 Campus staff will receive training on a full continuum of positive behavioral intervention strategies - PBIS	Campus Administration PBIS Campus Teams	June 2019	Training Certificates Sign-In Sheets	By June 2019, 90% of campus staff will receive training on a full continuum of positive behavioral intervention strategies - PBIS		5800: Professional/Consulting Services And Operating Expenditures	Title I	4000.00
3 Parents will have be provided with open communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement .	Principals, CSCISD Federal Programs Service Coordinator	November 2018	Sign in sheets from parent meetings,	By June 2021, 75% of the parents/families will be signed up and using the remind message		4000-4999: Books And Supplies	Title I Part A: Parent Involvement	35,000.00
4 District staff will be updated on 1) Violence Prevention, suicide, dating violence and sexual harassment prevention. 2) Bullying Prevention i 3)Sexual Harassment was required & provided to staff members in September.	HR Office Campus Administrators	June 2019	Sign In Sheets	By June of 2018 the District staff will be updated on the website links for: 1) Violence Prevention: Centers for Disease Control which includes suicide, dating violence and sexual harassment prevention. 2) Bullying Prevention including a link for anonymous reporting.. 3)Online training for Suicide Prevention and Sexual Harassment was required & provided to staff members in September.				

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
5 Plan for Prevention of Drop outs and Graduation Completions will be completed using Odysseyware at School of Choice	Campus Administrators, Academic Directors, HR Director, campus counselors	June 2019	Number of credits recovered	By June 2019, a Plan for Prevention of Drop outs and Graduation Completions will be completed using Odysseyware at School of Choice	Credit Recovery Lab Attendance committee Summer school	1000-1999: Certificated Personnel Salaries	Title I	49836.00
						5000-5999: Computer Software/Subscriptions	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	25000.00
6 By May of 2018, 100% of CSCISD campuses will implement a minimum of 6 family Nights that will focus on fun hands on activities that they can do with their children at home. Each family event will provide parents with a light meal. CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible.	Federal Programs Service Coordinator	June 2019	Surveys Sign-In Sheets	We should see a 10% increase in parent participation at parent and family engagement events.	2,4	4000-4999: Books And Supplies	Title I	4000.00
						2000-2999: Para- professionals	Title I	3000.00
						1000-1999: Certificated Personnel Salaries	Title I	55000.00
7 A comprehensive curriculum will be framework to provided to homebound students.	Campus Administrator Home Bound Instructor	June 2019	Homebound Instruction Logs of Service HB Meeting Forms Mileage Forms	By August of 2019, a comprehensive curriculum framework to provide general education homebound students for 100% of students, recognized by state and local criteria a supportive academic program with continuity of services.	2,3	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	2000.00
						0001-0999: Travel	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	500.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
8 Family engagement sessions will be provided for both Migrant and Bilingual parents. Bring in surrounding area authors to read their book, and encourage family reading time.	Parent Liaisons Campus Administrators Federal Programs Director	August 2018 November 2018 June 2019	Sign-in Sheets Evaluations/ Surveys	By May of 2019 parenting and children sessions will be provided for both Migrant and Bilingual parents to assist with Bilingual with an increase of 5%.	Parent Liaison	2000-2999: Para-professionals	Title I	15,000.00
					District Liaison	1000-1999: Certificated Personnel Salaries	Title I	25,000.00
					CSCISD Federal Programs Service Coordinator	1000-1999: Certificated Personnel Salaries	Title I	25,000.00
9 Pregnancy Related Services will be provided to students both on/off campus support and Comprehensive Education Home Instruction.	Campus Administrators Homebound Instructors	June 2019	Homebound Instruction Logs of Service HB Checklist HB Meeting Forms Mileage logs	By June of 2019, 100% of Pregnancy Related Services that include on/off campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help them adjust academically, mentally, and physically to stay in school	Supplemental Pay	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	2000.00
					Travel	0001-0999: Travel	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	500.00
10 McKinney Vento District Liaison along with Campus Liaisons will attend training to provide assistance to identified students	Counselor Instructional Officer CSCISD McKinney Vento Liaison	October 2018 December 2018 June 2019	Certificate	100% of MCKinney vento students will be serviced	* transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds)	4000-4999: Books And Supplies	Title I	9,000.00
					Region 20/ Texas homeless conference	0001-0999: Travel	Title I	1,200.00

Goals and Strategies

Subject Area: Vocational Programs

District Priority: Superintendent Goal 4 – CSCISD will provide quality vocational programs to prepare students for the work force in a safe environment

1. Provide certification opportunities
2. Recruit student participants
3. Have a variety of vocational opportunities
4. Explore new opportunities for vocational programs (ex: CNA)

Campus Performance Objective: Performance Objective 1: CSCISD students will be prepared for post-secondary success through a diverse set of industry certifications by establishing cooperative agreements with institutions of higher learning and/or industrial partners.

Formative Evaluation: Performance Reports (Personal Graduation Plans, State Acct., Performance Effectiveness Report, PEIMS)

Legend to Review (date)

*A – accomplished; SP – some progress; NP – no progress; X - discontinued

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 Continue Career Readiness- Endorsement Pathways Grades 4-8th by Counselors	CSI and CSJH Counselors Director of CTE		Counselor's Schedule/Timeline Lesson Plans	100% of students and or parents in district will be provided career awareness to prepare students for selection of career pathways		4000-4999: Books And Supplies	Carl Perkins	1200.
2 Provide different activities, such as 4th Grade AG Fair, Elementary	College & Career Readiness Coordinator CSHS AG Teacher CTE Consultant Director of CTE	JUne 2019	Agenda Survey	Continue to provide career awareness/pathways to 100% of district students		0001-0999: Travel 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Carl Perkins Carl Perkins Carl Perkins	500.00 500.00 75000.00
3 CTE Consultant Services-provide assistance, organization of programs, and other student activities/events	HS Principal Director of CTE	Quarterly	Event Schedules PER STAAR/EOC	Sustain and/or increase career pathways at high school, implement career awareness to 100 student in the district	3	5800: Professional/Cons ulting Services And Operating Expenditures	CTE (Local) Carl Perkins	2,100 3,500

Goals and Strategies

Subject Area: **Teacher Recruitment**

District Priority: Superintendent Goal 5 – CSCISD will ensure the recruitment, development, retention and support exceptional, motivated, highly effective faculty and staff to optimize student engagement and achievement.

Campus Performance Objective: Objective 1: CSCISD will recruit and retain highly effective educators and strengthen their capacity through professional development
 Action:
 *establish interview protocols for all to follow
 Objective 2: Teachers school business absences will decrease by 10%
 *monitor and limit the number of “school business” absences
 *reward positive attendance behaviors
 *create team attendance competitions among teacher teams
 *examine the data more closely to determine root causes for teacher absence

Formative Evaluation: Total number of Highly Effective Certified Teachers on Campus

Legend to Review (date)

*A – accomplished; SP – some progress; NP – no progress; X - discontinued

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner’s Priority	Type	Funding Source	Amount
1 CSCISD Bilingual and SpEd Certified teachers will be provided stipends to recruit and retain them in the district	Campus Administrator/IF	September 2018	Number of students visiting	By August of 2020 all bilingual teachers will be certified and 100% of SE classrooms will be staffed by certified teachers.		1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,000
						1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,000
						1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500
2 Campus administrations will utilize T-TESS Cube Program as a professional development tool for teachers.	HR Campus Administrators	June 2019	Program certificates	By May of 2019, 100% of campus administrations will have utilized T-TESS Cube Program towards campus improvement for teachers.		5000-5999: Computer Software/Subscri ptions	Title I	3500.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Progress Checks & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
3 Campus administration will utilize Talent Ed./Perform program to monitor teachers/staff on T-TESS walkthrough and observations	Campus administrators District directors HR	June 2019	Teacher observations walkthroughs student data gathered in observations	March, April, May - campus admin. will have evaluated all campus teachers with summative evaluations taking place in May.	Talent Ed	5000-5999: Computer Software/Subscri ptions	Title I	9700.00
4 Teachers will be provided with opportunities to maintaining or attaining certification through alternative certification, GT certification, Bilingual/ESL certification and TExES testing to ensure all staff are meeting highly effective requirements and making every effort to retain.	HR Director G/T Director Bilingual Director	March 2019	Certificates	By May of 2019 100% of teachers will be provided with opportunities to maintaining or attaining certification through alternative certification, GT certification, Bilingual/ESL certification and TExES testing to ensure all staff are meeting highly effective require	Examination	1000-1999: Certificated Personnel Salaries	Title I	2000.00
					Travel	0001-0999: Travel	Title I	800.00
5 Math, Science and CTE Teachers, will be HE through Bilingual through Sign-On Bonus and Stipends and recruiting fairs.	Director of Human Services	November 2018	Staff Certifications, continued teacher training	By of July of 2019, 100% of Math, Science and CTE Teachers, will be HE through Bilingual through Sign-On Bonus and Stipends and recruiting fairs.	Job Fairs	0001-0999: Travel	Title I	2000.00
						1000-1999: Certificated Personnel Salaries	Title I	3000.00
					Equity Plan Training	0001-0999: Travel	Title I	2500.00
6 New teachers to the district, will be part of the teacher comprehensive mentor program through Region 20.	Director of Human Resources, campus administration	November 2018	Region 20 Technical Assistance - Observation	By May of 2019, 100% of new teachers will be part of the teacher comprehensive mentor program		5700-5799: Technology	Title I	3000.00
						5800: Professional/Cons ulting Services And Operating Expenditures	Title I	34,000.
7 Qualified district and campus staff will receive recognition through the ESSA Strategic Plan - as per TEA approved application, based on Math and ELAR	HR Director	June 2019	STAAR Resulsts	By July of 2019, as per ESSA Needs Assessment both Math and ELA STAAR Results will improve by 5% yearly.		1000-1999: Certificated Personnel Salaries	Title I	225000.00
						2000-2999: Para- professionals	Title I	25000.00
11							Title I	9,000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
State Compensatory Education/Educationally		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	15,000.00
Carl Perkins	80,700.00
CTE (Local)	2,100.00
General Fund	22,500.00
LCFF - Supplemental	489,650.00
Special Education	9,800.00
State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	966,832.00
Title I	1,065,950.00
Title I Part A: Allocation	121,250.00
Title I Part A: Parent Involvement	35,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	15,189.00
0001-0999: Travel	65,450.00
1000-1999: Certificated Personnel Salaries	2,008,391.00
2000-2999: Para-professionals	301,877.00
4000-4999: Books And Supplies	86,800.00
5000-5999: Computer Software/Subscriptions	143,700.00
5700-5799: Technology	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	176,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And Operating		15,000.00
	Carl Perkins	3,500.00
0001-0999: Travel	Carl Perkins	500.00
1000-1999: Certificated Personnel Salaries	Carl Perkins	75,000.00
4000-4999: Books And Supplies	Carl Perkins	1,700.00
5800: Professional/Consulting Services And Operating	CTE (Local)	2,100.00
1000-1999: Certificated Personnel Salaries	General Fund	10,000.00
2000-2999: Para-professionals	General Fund	12,500.00
0001-0999: Travel	LCFF - Supplemental	9,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	464,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,500.00
5000-5999: Computer Software/Subscriptions	LCFF - Supplemental	9,250.00
5800: Professional/Consulting Services And Operating	LCFF - Supplemental	2,400.00
1000-1999: Certificated Personnel Salaries	Special Education	3,000.00
2000-2999: Para-professionals	Special Education	6,800.00
0001-0999: Travel	State Compensatory Education/Educationally	13,700.00
1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally	645,555.00
2000-2999: Para-professionals	State Compensatory Education/Educationally	214,577.00
4000-4999: Books And Supplies	State Compensatory Education/Educationally	25,000.00
5000-5999: Computer Software/Subscriptions	State Compensatory Education/Educationally	68,000.00
	Title I	4,275.00
	Title I	15,189.00
0001-0999: Travel	Title I	41,750.00
1000-1999: Certificated Personnel Salaries	Title I	692,836.00
2000-2999: Para-professionals	Title I	68,000.00
4000-4999: Books And Supplies	Title I	20,600.00
5000-5999: Computer Software/Subscriptions	Title I	65,200.00
5700-5799: Technology	Title I	3,000.00

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And Operating	Title I	155,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	118,000.00
5000-5999: Computer Software/Subscriptions	Title I Part A: Allocation	1,250.00
5800: Professional/Consulting Services And Operating	Title I Part A: Allocation	2,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	35,000.00

Assurance Addendum

Carrizo Springs Consolidated Independent School District

Board Approved 10-16-18

Local Requirements

Please indicate whether the district has met each of the below legal requirements for your District Improvement Plan by placing an “X” in the box next to the corresponding requirement.

X	Carrizo Springs Consolidated Independent School District Board Approved 10-16-18 has met the legal requirements for District Improvement Planning, including institution of a district-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable district performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the district’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the district.
X	Included goals and methods for violence prevention and intervention on district.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

Assurance Addendum

Carrizo Springs Consolidated Independent School District

Board Approved 10-16-18

DWAC Membership and Meetings

Membership Composition of the District Wide Advisory Committee

Name of DWAC Member	Position
Alberto Gonzales	Interim Superintendent
Sofia Morones	DAT Chairperson
Gilbert Morales	District Central Office
Angie Jaime	CSE-Teacher
Gricelda Eufrazio	CSE-Non-Teaching
Marisol Cardenas	CSI-Teacher
Elaine C. Garcia	CSI-Teacher
Mario Ruiz	CSI-Non-Teaching
Jody Bullard	CSJH-Teacher
Shari John	CSJH-Teacher
Maria Villarreal	CSJH-Non-Teaching
Rosa Trevino	CSHS-Teacher
Adrian Chapa	CSHS-Teacher
Sonia Navarro	CSI Teacher
Roxanne Miranda	CSHS - Non Teaching
David Briseno	Business

CPOC Meetings* for 2017-18

#	Date	Time	Location
1	September 10, 2018	4:00 p.m.	Supt. Conference Room
2	October 8, 2018	4:00 p.m.	Supt. Conference Room

3	November 12, 2018	4:00 p.m.	Supt. Conference Room
4	January 14, 2019	4:00 p.m.	Supt. Conference Room
5	February 11 2019	4:00 p.m.	Supt. Conference Room
6	March 18, 2019	4:00 p.m.	Supt. Conference Room
7	April 15, 2019	4:00 p.m.	Supt. Conference Room
8	May 20, 2019	4:00 p.m.	Supt. Conference Room

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Assurance Addendum

Carrizo Springs Consolidated Independent School District

Board Approved 10-16-18

Legal Requirements

Please indicate whether the district has met each of the below legal requirements for your District Improvement Plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2017-18, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2017-18, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2017-18, the percent of parents and community members attending VIPS meetings will increase by %.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2017-18, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2017-18, the discipline referrals for offenses will be reduced by % from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.
	6) Special Education	For 2017-18, the percent of students meeting ARD expectations will be at or above %.	Each grading period, students’ progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
	7) Highly Qualified Teacher	For 2017-18, the percent of highly qualified teachers in the core academic areas will be at %.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2017-18, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-18 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2017-18 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2017-18, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2017-18, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2017-18, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2017-18, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2017-18, the percent of LEP/CTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

Assurance Addendum

Carrizo Springs Consolidated Independent School District

Board Approved 10-16-18

Plan Requirements

1.	Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2.	Districtwide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3.	Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4.	High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5.	Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6.	Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the district’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
7.	Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8.	Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9.	Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10.	Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the district goals and strategies.

Assurance Addendum

Carrizo Springs Consolidated Independent School District

Board Approved 10-16-18

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content



GT/Title I/SCE STAFF HS
2018-19

Campus	Budget	%	Position:	Salary
HS	SCE	40/60	Eng Interventionist Lab	18453.60
HS(DAEP	SCE	100	DAEP	57204.00
HS	SCE	50/50	Biology Int/Lab	27117.00
HS	SCE	60/40	Reading Plus Aide	9492.00
HS	Title I	100	Instructional Officer	55,000.00
HS	SCE	100	Tutor	
HS (DAEP	SCE	100	DAEP Aide	15,820.00
HS	GT	15/85	GT teacher	8520.60
HS	GT	15/85	Gt Teacher	6315.
HS	211	90/10	Lab	49,836.00
HS	211	29/71	Intervention - Math	12093.

HS	211	100	Intervention - English	55374.00.
HS	211	100	Intervention - ELAR Bilingual	25,232.03

JH SCE Employees 2018-19

Campus	Budget	%	Position:	Salary
JH	SCE	50/50	Math Lab	23582.00
JH	SCE	30/50/20	Math lab	11440.80
JH	Title I	100	Instructional Officer	55500.00
JH - DAEP	SCE	100	DAEP Teacher	41250.00
JH	211	20/80	Math Lab	\$10,306.80
JH	GT	80/20	GT	10592.80
JH	GT	30/50/20	GT	28602.

SCE

211

GT

CSE SCE Staff 2018-19

Campus	Budget	%	Position	Salary
CSE	SCE	50/50	PK Teacher	27687.00
CSE	SCE	50/50	PK Teacher	23582.00
CSE	SCE	50/50	PK Teacher	23582.00
CSE	SCE	50/50	PK Teacher	21050.00
CSE	SCE	100	Interventionist	53614.00
CSE	SCE	100	Interventionist	56399.00
CSE	SCE	100	Interventionist	57304.00
CSE	SCE	50/50	PK Aide	11381.29
CSE	SCE	70/30	Aide	13577.61
CSE	SCE	50/50	PK Aide	9642.19
CSE	SCE	100	Aide	14067.08
CSE	SCE	100	Int. Aide	22762.58
CSE	SCE	70/30	Aide	12595.86
CSE	SCE	100	Aide	14838.45
CSE	SCE	85/15	Aide	13447.17
CSE	SCE	30/70	Aide	4838.00

CSE	SCE	50/50	PK Aide	7910.10
CSE	SCE	100	Int. Aide	19397.00
CSE	SCE	50/50	PK Aide	11381.29
CSE	SCE	100	Aide	14067.00
CSE	Title I	100	IO	55,500.00

CSI SCE Staff
2018-19

Campus	Budget	%	Position:	Salary
CSI	Title I	100	Bilingual interventionist - Part time	\$25,000.00
CSI	Title I	100	Instructional Officer	\$55,000.00
CSI	Title I	100	Interventionist - ELAR Part Time	\$25,000.00

**2018-2019 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2018 and March 30, 2019 for ID&R training or as determined by TEA. NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team
Date: 09/11/18

School Year: 2018 - 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s):</u></p> <p>Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.</p>	<p><u>Objective(s):</u></p> <p>100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.</p>
---	--

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> ▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement Sign in sheets from Community Outreach PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature

Date Completed

ESC Signature

Date Received