Carrizo Springs Independent School District

District Improvement Plan

2023-2024

Board Approval Date: December 19, 2023
Public Presentation Date: December 19, 2023

Mission Statement

"Provide every child a quality education in a safe environment."

Motto: "Kids are first at CSCISD

Vision

“Inspiring lifelong learners.”

"Kids are first at CSCISD"

Belief Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Budget meetings were held with campus administrators in regards to ESSA 22-23 application.

The DPAC - district parental advisory board met on June 10th to review ESSA 22-23 application - to include funding, reivew of strategies funded by SCE and Title 1 at the campus and district level. Evaluation resulst (parents) from 22-23 were shared. DIP was reviewed and discussed.

Discused and surveyed parents on any new needs for 22-23.

Parents/teachers/directors are part of the DPAC.

Next meeting is October 10th to review DIP and campus strategies that will be continued for 22-23.

Demographics

Demographics Summary

Carrizo Springs is the largest city in, and the county seat of, Dimmit County, Texas, United States. The population was 5,368 at the 2010 census. The name of the town is derived from the local springs, which were named by the Spanish for the cane grass that once grew around them.

Campuses

Carrizo Springs CISD is home to 4 schools - Carrizo Springs High School, Carrizo Springs JH, Carrizo Springs Intermediate, and Carrizo Springs Elementary. Our student population for 2020-21 is approximately 2066 students.

Student Data

Based on the *TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection for 2021-22 report,* CSCISD had a student enrollment of 1923; African American 1, Asian 5, Hispanic 1820, American Indian/Alaskan 1, White 76, two or more races 10. Student enrollment by gender; 50.75% male and 49.40% female. 77.48% of the student population is economically disadvantaged, 5.41% LEP/EB, 1.66% English Second Language/EB, and 9.41% of the students receive special education services. The district serves 3.% migrant students, 30.66% CTE, 64.01% at-risk students, 0.10% military-connected, .73% foster care, and for 21-22 41 students identified as homeless/unaccompanied youth.

As per the *TSDS PEIMS Disaggregation of PEIMS Student Data Fall Collection for 2020-21* report, CSCISD had a student enrollment of 2066; African American 0.48%, Asian 0.29%, Hispanic 94.48%, American Indian/Alaskan 0.05%, White 4.26%, two or more races 0.44%. Student enrollment by gender; 50.05% male and 49.95% female. 82.38% of the student population is economically disadvantaged, 3.61 % Bilingual, 1.08% is English Second Language, and 9.2% of the students receive special education services. The district serves 3.73% migrant students, 97.1% CTE, 55.91% at-risk students, 0.44% military-connected, .58% foster care.

Attendance Rate

The attendance rate for 2021-2022 was 88.97%;

The attendance rate for the district in 2020-2021 was 91.14 %

2019-20 Attendance rate for the district was 98.3%, and the Drop-out rate was 0.8%; the 4-year longitudinal rate (9-12) was 93.2%

2016-2017 was 94.3%, drop-out rate: 2.5%;

Attendance rates for 2017-2018 include 94.5 % African American, 93.3% Hispanic, 94.9% White, and 92.9 % economically disadvantaged. Overall Attendance rate for 2017-2018 at CSCISD was 93.4%. drop-out rate: 2.8%; 4-Year Longitudinal rate was 91.9%. The most current data indicate the district has a 1.05% mobility rate.

2016-2017 was 94.3%, drop-out rate: 2.5%; 4-Year Longitudinal rate (9-12) was 81%

2015-2016 was 93.9%, drop-out rate: 2.5%; 4-Year Longitudinal rate (9-12) was 84.7%

2014-2015 was 93.9, drop-out rate: 4.6 %; 4-Year Longitudinal rate (9-12) was 86.2%

2013-2014 was 94.2%, drop-out rate 3.4%; 4-Year Longitudinal rate (9-12) was 82.6%

Special Education:

Service Population for 2020- 2021- 232 students

For 2021-2022- 204 students being serviced in the district.

Total special ed district teachers: 11, total para's in the district: 21.

McKinney Vento

We have a total of 66 McKinney Vento students identified that the Federal Programs office assists with supplies, tutoring, transportation, college costs(dual credit) for students identified. Special Circumstances will be handled on a case by case.

McKinney Vento students had an overall attendance rate of 85% - CSE 88%, CSI 84%, JH 78% and HS 90%. District Mckinney Vento Students - 100% of students received backpack with supplies (home visits)

AARP Homeless Grant II - survey was completed for 22-23 needs. Based on data that there is a lack of vehicles (only 2 for district use) funding has been put aside for mileage for all TEHCY and MV travel.

SCE, Family Engagement & Title 1 - all students in the district are Title 1 and needs identified are part of each CIP. At-risk identification is completed at each campus based on the 13 indicators and submitted by each campus to District PEIMS clerk. Based on data that there is a lack of vehicles (only 2 for district use) funding has, been put aside for mileage for all Federal Programs travel to include FP Directors meeting, Family Engagement, ACET and any other training attended by federal programs staff. This year 22-23- February we hired a new secretary to FP office, this position will need to attend training for all federal and state programs handled in our office.

4-year Federal Graduation Rate without exclusions

2020-2021: not available

2019-2020: 92.5 %

2018-2019: 91.9%.

2017-2018: 90.1%

2016-2017: 78.9 %

2015-2016: 82.9 %

2014-2015: 85.2 %

2013-2014: 80.9 %

Findings

Review of this data, several findings were noted: Enrollment for Day 1 2019 was at 2060 students, an increase from last year's count of 2018 students. 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.

Finance

For 2017-18 the district received $16,154 based on 2017-18 finance report and spent $13,458.00. For 2018-19 the District received an A on the Financial Integrity Rating System.

Areas of Need

Attendance continues to be an area of concern.

Hiring certified special education teachers

Staff : 2020-2021

Our schools employ (149) teachers, (48) para-professionals and (10) campus administrators.

CSHS (4/44) teachers are not Highly Effective for a (93%) HE Rate at CSHS.

CSJH (1/22) teachers are not Highly Effective for an (97%) HE Rate at CSJH.

CSI (33) teachers are all Highly Effective.

CSE (47) teachers are all Highly Effective.

(20) new teacher were employed for the 2020-2021 school year which equate to a Retention rate of 83.8%

(20) new teachers were employed for the 2019-20 school year which equates to a Retention Rate of 86%

District-wide CSCISD employs (353) total employees

Foster Care Demographics

For the 22-23 shcool year - currently there are 10 students identifed in the district, and still working on identification. For 21-22 .73% foster care, and for 21-22

Demographics Strengths

The Highly Effective Rate for the district is 97.3%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions.

Student Achievement

Student Achievement Summary

STAAR/EOC Performance Data 2021-2022 All Subjects:

% at Approaches Grade Level Standard: 64% all students; 88% African American; 64% Hispanic; White 70%; American Indian 0%; Asian 100%; Two or More Races 92%; 41% Special Ed; 60% Econ. Disadv.; 68% EB/EL

% at Meets Grade Level Standard: 35% all students; 53% African American; 35% Hispanic; White 44%; American Indian 0%; Asian 67%; Two or More Races 69%; 24% Special Ed; 31% Econ. Disadv.; 37% EB/EL

% at Masters Grade Level Standard: 13% all students; 18% African American; 13% Hispanic; White 23%; American Indian 0%; Asian 67%; Two or More Races 23%; 7% Special Ed; 11% Econ. Disadv.; 15% EB/EL

As per the 2020-2021 TAPR Report, CSCISD achieved 49% Approaches, 22% Meets, 8% Masters on all subjects, and all grades for STAAR/STAAR EOC. See Comparison Addendum attached.

In 2021, TEA commissioner Mike Morath made it optional for students to test in STAAR (3rd-8th). Districts were not rated due to COVID. CSCISD, will continue to be in the not rated status due to COVID-19. In 2020-2021, Students followed an Asynchronous plan for instruction approved by TEA and our School Board.

Due to Governor Abbott's Executive Order for School Closures in March 2020 and the subsequent cancellation of STAAR/EOC testing, CSCISD will continue to use data for 2018-2019 as its baseline for the 2020-2021 school year.

See addendums - 2019 Student Achievement - 2 documents

Problem Statement: The district's overall reading scores are 57% below grade level. Root Cause: Lack of the district's coordinated effort to understand the science of reading.

The 2019 STAAR All Students - Reading results in Approach dropped from 66% to 65%. Out of the 11 special populations subgroups, 4 out of 11 dropped in Reading Approach from 2018. Even though the "Meets" 2019 results showed a 5% increase up to 35% - it did not reach the annual goal of 41%. The "Masters" increased by 1%.

The data presented above indicate that the district needs to continue focusing on reading and using technology at all grade levels to ensure the student population reaches grade-level expectations. The goal of the district has been to focus on reading due to the percentage of the Hispanic population not at advanced fluency as measured by The Second Language Acquisitions.

The 2019 STAAR All Students - Math results in Approach dropped from 75% to 72%. Out of the 11 special populations subgroups, 5 out of 11 dropped in Math Approach from 2018. Even though the "Meets" 2019 results showed a 3% increase up to 40% - it did not reach the annual goal of 47%. The "Masters" increased by 3%. District chose to survey our district staff, parents, and students to assist in determining needs for PD, technology availability, and the need for devices. In 2021, Special Education students scored less in Approaches in all subjects. They went from 37% to 28%. However, they remained the same in the Meets category in all subjects in both years, 2019 and 2021. There was an improvement in the Master's grouping in 2021. The students scored 7%, and in 2019, they scored 4% in all subjects.

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

parents, JH - over 90% of teachers used to remind and Google classroom to communicate with students and/or parents.

Kinder EOY: 82% app., 68% meets 44%masters showed an increase of +32 app, +18 meets, +19 masters from the beginning
1st: EOY 65% meets, 0% masters decrease from boy -9.5 meets, 24.5
2nd: EOY 32% app, 24% meets, 7% masters decrease from boy 68%app, -9 meets, increase 7
3rd:Benchmark 2: 30%app, 9% meets, 2%masters showed an increase from 1st benchmark + 2.46 app, +4.9 meets, +1.77 masters

First grade also made the recommendation to have a math interventionist next year to help with first and second-grade math. Committee agreed that we need an interventionist for math. Committee also stated all grade levels are going to need help.

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

Students are showing minimal growth on lower-level TEKS. For math, the percentage rate of growth was minimal and did not increase from the Pearlized Math 3rd six weeks benchmark (77%) to the Pearlized Math EOY Benchmark (70%)

Intervention Strategies/activities that will improve student achievement in the areas of Math consist of small-group interventions to differentiate support for learners who are in need of extra instructional time in a specific area.
Building Math Fluency- this will lead to an understanding of the relationships between numbers is critical for problem-solving. Build student number sense through teaching fact families, and strategies like "counting on" and "make 10." (1.3D 27.34%)
Place Value-Teach students a conceptual understanding of place value using manipulatives, like base 10 blocks. This helps to introduce and build number sense skills. (1.3.2.B 53.13%)

For High School data, see data in the addendum:

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause:** Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 2 (Prioritized): The district's overall reading scores show that 57% are below grade level. **Root Cause:** Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 3 (Prioritized): 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the district's coordination to provide prescriptive interventions.

District Culture and Climate

District Culture and Climate Summary

Stop and Think Drills were added to drill requirements. Threat Assessment Training will be completed once per year through ESC-20.

Based on information from written statements on Effective Schools Framework on the following campuses: CSE/JH/HS - review of information showed a lack of documentation on 1.1, 2.1, 3.1 4,1, and 5.1. Training on campus will assist the campuses in becoming more effective and moving from a B to an A in the A-F Accountability Rating System.

Currently, all campuses perform required safety drills as per the calendar set by District Police Chief. The district safety committee will be held once in the academic year and once in the summer to review procedures in place and determine identified needs by campuses and the district as per HB 11.

School safety drills are reviewed and practiced at campus and district levels to determine identified needs in regard to the drills. Every campus has an updated emergency operations plan for safety. Required fire drills and lockdown drills are practiced. Each campus is required to provide presentations on bullying, David's law, drug abuse, violence, biased training, and suicide prevention. The training is given to both faculty and students. Dating Violence is not tolerated at any campus throughout the district. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Threat Assessment Teams for each campus were trained and established as well as various directors at Central Office who are on teams.

As all CSCISD campuses are in year 2 of face-to-face learning, each campus is properly equipped and supplied with all needed PPE supplies to ensure health and safety of all students and staff. The CSCISD maintenance department is properly supplied to provide to all campuses as requested. As per Return to School plan all campus will be supplied with the PPE supplies.

CSHS: Information from various data sources indicates a need to provide support and instruction in Social Emotional Learning (SEL). Data from the 2021-22 Safe and Supportive Schools Program survey submitted to TEA, revealed that CSCISD had 42 threat reports from students. Of these 42, 14 did not pose a threat but were not referred to outside counseling/support. Another 24 of the threats reported were seen as posing a threat and they were referred for intervention or support by an outside agency. Additionally, data from the HS campus show that the grade 9 & 11 Counselor had 688 visits from students needing SEL support/counseling and the grade 10 & 12 Counselor had 650 student visits for SEL support/counseling. Given the enrollment of 602 students at CSHS, this number of SEL support visits is a true area of concern. The rise of serious mental health incidents among school aged students in the U.S. has been in the national spotlight for good reason. According to the U.S. Surgeon General's Advisory report "Protecting Youth Mental Health from 2021, "Recent national surveys of young people have shown alarming increases in the prevalence of certain mental health challenges—in 2019, one in three high school students and half of femalestudents reported persistent feelings of sadness or hopelessness, an overall increase of 40% from 2009." All schools in the country must determine a course of action to help our youth by investing in preventative programs, such as evidence-based SEL and character-based curriculum.

Emergency Operations plan was board approved at October 2020 Regular Board Meeting.

Our campuses and district promote wide-spread participation in all events, they are all includisive.

District Culture and Climate Strengths

Two School district officers are stateioned at each campus. Security cameras are in place at each campus and district facility to monitor and deter any inappropriate activites. Police technician hired to monitor camera activity and alert police/campuses abour by suspicious activity.

As per Return to School Safety Plan, all CSCISD campuses are in year 2 of face to face learning, each campus is properly equipped and supplied with all needed PPE supplies to ensure health and safety of all students and staff. The CSCISD maintenance department is properly supplied to provide to all campuses as requested.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Problem Statement 2 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on STAAR results and working on teacher retention, the district is working on a Strategic Compensation Plan based on recruitment and retention, STAAR Reading and Math Scores along with Algebra I and EOC English I and II are utilized as an ESSA needs assessment goals to assist in funding. The district data revealed through the Equity Plan in 2017-18 that the district needed to have a plan to retain and reward the staff. Data showed that it takes days and intense paperwork to replace any staff member at both campus and district levels.

District attends job fairs during Fall and Spring at TAMIU, Kingsville, and Corpus Christi, and advertises openings through Region 20, TASPA Job board, and the local newspaper. To recruit highly effective staff, sign-on bonuses/stipends are offered for those academic areas most in need. (CTE, math, science, special education, bilingual/ESL)

Teacher performance/appraisals are based on the T-TESS performance instrument. Instructional Officers' duties include instructional coaching in the classroom. (TalentEd Perform)

Campus administration will assign master/highly performance teachers to at-risk/most in-need students. (as per the ESSA discussion regarding staff assignments that have been reviewed with principals - those campuses that are able to move various teachers have begun to review the potential of this process.

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 the 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. Improvement of teaching practices and student academic achievement: such as effective instructional strategies, methods, skills, and state academic content standards. Differentiated instruction will support student achievement and state assessment(s) data, focusing on students most in need of modifications, Sharon Wells/Pearlized math programs, assisting students during intervention time, and core subject areas of math, science, ELA, and Social Studies.

Provide training to improve teacher's/principal's ability to involve parents in their children's education, especially that of EB, SE, and immigrant children.
Provide and/or attend professional development in core academic areas of teacher's subject and delivery of instruction for students with disabilities.
Provide training and/or PD programs that are designed to improve the quality skills of principals and superintendents - including academies to become outstanding educational leaders. Provide 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.

Review of inexperienced and out-of-the-field teachers - The retention plan provides a strategic compensation plan based (ELAR/Math) targeting the Economic Disadvantage population.

CSCISD employed 12 new teachers for the 2022-23 school year.

The district has an estimated 367 staff members;
146 Teachers,
10 Campus Administration (school leadership),
6 Central Administration;
54 Educational Aides

CSCISD will continue to implement the Mentor Program, based on the previous year's data, with more rigor and assistance for new, alternative certification, permanent substitutes, and 2nd-year teachers - professional development will be virtual via Zoom, with one face-to-face session planned. The sessions will occur on a monthly basis. Based on the Mentor/Mentee survey, fifteen (15) Mentors (nine (9) elementary and six (6) secondary teachers) and ten (10) Mentees (four (4) elementary and six (6) secondary) completed the survey for the district.

The End of Year (EOY) Survey results indicate that, on a scale score of 1-5 (5 being the highest), the number of teachers who stated they would continue the following year as a Mentor was: 14 out of 15 (93%) of the Mentors stated they were highly likely or most likely to continue as mentors. When asked if Mentoring has had a positive impact on their lives/careers, 100% of mentors rated 5 or 4, and 8 of 10 mentees (80%) rated 5 or 4. When asked if they felt supported by their Mentors, 60% (6 of 10) of the mentees scored 5, and 30% (3 of 10) scored 4. When asked if they felt supported by the program coordinators/trainers, 93% (14 of 15) of the Mentors scored a 4 or higher. Of the Mentees asked if they felt like they would stay in education, 80% (8 of 10) scored a 4 or higher indicating they would remain in the teaching field.

Based on the 2022-23 EOY Mentor Survey and CAT Meetings - we will continue with this program for 23-24, please see addendum for further responses.

For the 2023-24 school year, the district has seven (7) permanent substitutes, five (5) first-year teachers, and three (3) second-year teachers. All of these beginning teachers will be part of our Mentor Program.

Mentorship Program Stipends for 2023-24: $28,000

Teacher certifications for the seven (7) teachers in the district who are permanent substitutes on a local agreement, CSCISD will work to assist (travel) these teachers in earning certification. There is a need for bilingual and special education teachers as well. CSCISD will cover various costs of those staff members who are working on earning certification towards becoming a certified teacher or meeting the needs of alternative certification.

Staff Quality, Recruitment, and Retention Strengths

CSCISD will implement the 5th year of the Mentor Program with more rigor and assistance for new and 2nd-year teachers. 16/18 1st or 2nd-year teachers returned for the 2023-24 school year.

CSCISD will cover various costs for those staff members who are working on earning credentials towards becoming a certified teacher or meeting the needs of alternative certification.

CSCISD SPED teachers and paraprofessionals receive continuous professional development throughout the school year. Training includes identification, child find, SHARS to IEP, Goals, and PLAAFPs development.

Recruitment Initiatives:

Provide permanent substitutes with 75% of the board-approved beginning teacher salary for the 2023-24 school year including benefits.

Degreed individuals pursuing teacher certifications will be reimbursed alternative certification fees per year for a total 3-year commitment.

A sign-on bonus of $500 for new bus drivers who have their CDL certification with a one-year commitment to the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM, INSTRUCTION, AND ASSESSMENT

CSCISD strives to provide a well-rounded program of curriculum and instruction and utilizes the following:

Pearlized Math K-2, and Sharon Wells Math 3-5, were implemented for all students, especially those at-risk, who are given opportunities to meet challenging state academic standards as a supplemental resource.

The District will utilize the Renaissance Learning Suite to provide intervention, acceleration, and remediation for identified students in 3rd-12th grade. The focus will be on core area subjects tested in STAAR/EOC.

Counselors will continue to provide SEL scope and sequence along with activities to be utilized once per week in the classroom.

The district will continue with the Resilient Schools Support Program (RSSP) grant through the 2023-2024 school year.

The Librarians in the district will focus on a Digital Literacy Curriculum in grades 4-8.

Testhound was utilized to assist each campus with state assessment. SuccessEd keeps and updates plans for Sped, Bilingual/ESL, and 504 students.

All new teachers and administrators in K-3 must attend reading academies as per HB 3. The training and expenses are reasonable, necessary, and aligned with the needs of the district's at-risk or economically disadvantaged students.

Master schedules ensure learning time is maximized and meet state requirements. Enrichment and acceleration are provided by extended day programs, tutorials, summer intervention for bilingual students in K & 1st grades, and Saturday academies focused on reading and math.

Our special programs meet the needs of students in special education, bilingual/ESL, gifted/talented (including AP/IB and advanced graduation plans), career and technical education (CTE), and dyslexia treatment by aiding the students through differentiated instruction and attention to meet their individual plans and goals.

CSCISD guides for students to plan postsecondary education or determine a career path through the counseling services they receive. 100% percent of our students in grades 7-12 have a personal graduation plan. Data indicates CSCISD is at 54% for TEA’s priority for college, career, and military guidance and counseling. Postsecondary education and career awareness and exploration activities include career fairs, college field trips, and presentations (TEA Priority)

CSCISD class size at elementary levels is at 17:1 and secondary is at 18:1

CSCISD has other programs that have an impact on student performance such as athletics and coordinated health services through the Fitness Gram, specific sport-related athletic periods, and a Student health advisory committee made up of educators, parents, and community members.

CSCISD PLCs meet twice per month at the campus to review and make decisions about curriculum/instruction/assessment; campus advisory teams (CAT) meet four times per year to review Campus Improvement Plan; Site-Based Decision-Making Committees are formed at the campus; District Advisory Teams (DAT) meet four times per year to discuss district concerns; ELAR & Math Committees meet to discuss the content area and make decisions.

CSCISD includes teachers and other staff in decision methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement by the use of District surveys, committee membership, public meetings, forums, meet the teacher night, progress report night, open house and parent and family engagement activities.

Training will be an ongoing process to ensure district initiatives are met and teacher capacity and student instruction and success continue to improve.

CSCISD uses the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS), and College Career & Military Readiness Standards-TCMPC TEKS Resource System as its curriculum with alignment to CCRS; GRR framework to ensure alignment to the ELPS.

CSCISD provides curriculum and instruction cognitively demanding and challenging TEKS Resource System that aligns with the rigor and relevance of TEKS, CCRS, and ELPS. Additionally, Instructional coaches have been implemented to provide training, increase teacher capacity and ensure fidelity to our framework and curriculum and its components for the fidelity of implementation. These include the Gradual Release of Responsibility Framework, Content & Language Objectives, TEKS Resource System, standardized lesson plan format, improving teacher capacity in the area of instruction (T-TESS), and digital learning.

CSCISD new resources include TEKS Implementation Guides for core content areas which allow teachers to achieve rigor as indicated by TEKS. The Pre-Kindergarten Framework allows teachers to provide depth and complexity for their lesson success. Edgenuity is an online curriculum that offers an engaging 6-12 curriculum to meet the unique needs of secondary students. Standards-aligned courses focus on providing the personalized attention students need to excel. Texas Home Learning 3.0 is the comprehensive online curriculum provided by TEA for K-12 at no cost to all districts wishing to utilize it. The following SEL curriculums will also be utilized with students: Quaver SEL (PK-5) and Edgenuity Purpose Prep (6-12). SeeSaw will be utilized as the Learning Management System for Pk-2. There will be a dedicated effort on the part of the Curriculum & Instruction Office to provide training on Synchronous Instruction for our teachers and administrators as well as training for teachers on digital lessons. Instructional delivery of those lessons will be necessary for students requiring remote conferencing due to a temporary medical condition not to exceed 20 days per year in order to recapture attendance.

A survey was sent out in March 2019, May 2020 and May 2023 to identify professional development needs for the CSCISD. Based on the results of those surveys, professional development sessions were planned and carried out. This is an ongoing practice that will guide our professional development needs.

Reading Academies are mandatory by the end of 2022 for all CSCISD teachers and admins in PK-3. Any new teachers to the district will be required to complete reading academies by end of 2023.

Survey sent out in June of 2021, indicates needed intervention for those students who are struggling and in accordance with HB4545. Renaissance learning will provide screening and intervention for grades K-12.

Renaissance Learning Suite will help all campuses comply with new legislation in HB 4545. Students will use the program for intervention, remediation, and acceleration in the areas of reading, math, social studies, and science. The program will use ESSER funds for this program.

Special Education

The following programs are being utilized by special education: IXL, Learning A-Z, Language Live, Renaissance, Reading By Design, AR Star Math, Hatch System, and N2Y Systems. Local campuses teachers and principals maintain and administer instructional content based on student grade level and individual IEPs. Individual student IEPs are constructed using Results Driven Data to meet student needs and district accountability.

MTSS is district-wide. Campuses provide universal screening to all students in math and reading three times during the school year, BOY, MOY, and EOY. Problem-Solving Team meetings are held throughout the school year to identify At Risk and Tier students and to decide on the implementation of interventions.

Curriculum, Instruction, and Assessment Strengths

Training provided to teachers and administrators on curriculum and content areas, assessment, district programs, and staff development in critical areas as identified on staff surveys.

Reading Academies for K-3 teachers and administrators are provided as per HB3. Curriculum Alignment continues in K-3; 4-6 have been completed in ELAR.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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

Problem Statement 3 (Prioritized): The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Parent and Community Engagement

Parent and Community Engagement Summary

CSE had a goal of 10% increase for parents/families that would attend Parent and Family Engagement Events/Night . Goal was met . A goal to increase participation will continue for the 23-24 community involvement in the form of community partnerships.

CSI had a goal of 10% increase for family that were to come up to the school and attend Parent and Family Engagement Events/Nights. They had a total of parents attend parent and family engagement for vents for the 2022-2023 school year. This was below the 10% goal.

CSJH had a goal of 10% increase for parents/ family engagement attendance for the 2022-2023 year. They had a total of parents attend parent and family engagement events for the 22-23 school year. Goal was not met. A continued goal of 10% increase will continue.

CSHS had a 15% increase parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night. They had a total of parents attend parent and family engagement events for the school year. this was an increase and the 15% goal was met.

According to the 2022-2023 End of Year (EOY) Parental Involvement Evaluation Survey that was administered for all campuses we assessed how welcome parent/families feel at each campus:

CSE 20 parents responded to the survey. 75% of the parents responded that they feel quite a bit or extremely welcomed. 25 % of parents out of 8 stated that they feel minimally welcome.

CSI 33vparents responded to the survey. 80 % of the parents responded that they feel quite a bit or extremely welcomed. 4.0% of parents out of 33 stated that they do not feel welcomed.

CSJH 4 parents responded to the survey. 50% of the parents responded that they feel quite a bit or extremely welcomed. 50.% of parents out of stated that they felt minimally welcome

CSHS 102 parents responded to the survey. 78% of the parents responded that they feel quite a bit or extremely welcomed. 4% of parents out of 102 stated that they do not feel welcomed.

CSCISD has a district-level Parent Advisory Council that is made up of parents, teachers/staff from each campus, surrounding business representatives, and various community members. For example, we have HEB, Wal-Mart, Winter garden's Women's Shelter, the Carrizo Springs Housing Authority Dimmit County Coalition. This committee meets at least 3 times a year quarterly. The District Advisory Parent and Family Engagement Committee reviews federal funding expenditures and the coordination of Title I, Title II, Title IV and Title V. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses. Each campus also has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions. DPAC in June of 2022 agreed upon a family engagement room that was fully funded and in effect for the 23-24 school year.

Carrizo Springs Parent and Family Engagement program is supported by the community. Community partnerships and collaboration is requested and encouraged for the program. We have high levels of community support for Parent and Family Engagement events.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end June 2023 for all campuses we assessed how effective communication was at each campus and which method parents prefer:

CSE 100 % of parents agreed that Remind text messages were the way they would prefer to receive communications. 100% of parents agreed that they would like to remind notification. Each campus utilizes their call out and remind systems.

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

CSJH 100% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 50% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

CSHS % of parents agreed that Remind text messages were the way they would prefer to receive communications, and 86% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

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

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

- Translate notes going home for parents into English & Spanish.
- all invites and information will be provided in english and spanish.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of June 2023 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 80% wanted Parent and Family Engagement events to be from5:30-7:00 P.M.

CSI 20 % of parents wanted to have events between 5:30-7:00 P.M. to attend events. parents would like to have parent training on how to log on and use the technology Zoom, or Google classroom/Classroom

CSJH 50% of parents wanted to have events between 5:30-7:00 P.M. to attend events. 50% of parents would like event reminders for parent and family engagement events.

CSHS 49.3% of parents had conflicts with time of events & 46.7% of parents stated they had conflicting family schedules.

For the 2023-2024 school year 20 parents were invited to the Statewide family conference and Zero attended. Increase in Parent involvement needed. Problems range from lack of suitable childcare for the 4 days the conference is held.

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

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

Parent and Community Engagement Strengths

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of June of 2023 for all campuses we assessed the where parent/ families would like to see the funds used at each campus:

These were the top responses for each school.

72% CSE would like to see the parental involvement funds used on technology resources for parents and families.

77% CSI would like to see the parental involvement funds used on technology resources for parents and families.

100% CSJH would like to see the parental involvement funds used on technology resources for parents and families.

75% CSHS would like to see the parental involvement funds used on technology resources for parents and families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause:** We must determine a better way of encouraging all parents to become more involved

District Context and Organization

District Context and Organization Summary

Master Schedule

Presently at CSCISD, we maximize instructional time for learning time by ensuring master schedules maximize human capital and instructional times, common planning periods for each of the content areas, PLCs are held weekly on curriculum, tutorials are held weekly, beginning/ending times are coordinated throughout the campus to maximize transportation resources, extended day enrichment is provided at each campus to address struggling learners and at-risk students. Summer school is provided to all students needing intervention as well as intervention camps at the elementary level to prevent regression. We provide equitable services to all students.

CSCISD utilized discipline management practices to ensure we reduce the number of students removed from the classroom. Also, we use alternatives to ISS strategies to keep students in the classroom.

Through our counselors at the campus, we address safety issues and provide sessions for students on the report and respond to specific safety issues in order to reduce the number of incidents of unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate. Students have several ways on the district website to report the incident or can speak to a counselor about it.

Leadership

CSCISD has a monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments as needed through campus and district committees.

At CSCISD each formal campus leadership team is made up of a principal, assistant principal(s), and counselor(s). At each campus, there are department chairpersons who oversee their specific content area and are responsible for department duties and activities. Campus administrators utilize Talent Ed, an online source (software program) to assist them in the number of walkthroughs that are required per campus. Each principal and assistant principal must complete ten walkthroughs per week, Due to the COVID Pandemic, observations were waived by TEA for the 2020-2021 school year. Training for administrators on walkthrough visits is needed.

Each campus principal compiles the duty rosters and supervision schedules for the leadership team, faculty, and staff

The master schedule maximizes the amount of time spent on instruction. Bell-to-bell instruction should be evident in every classroom, and formative and summative assessment structures are in place with curriculum-based assessments every grading period and two comprehensive benchmarks during the school year. During every lesson, all teachers follow the direct instruction method of teaching using the gradual release of responsibility framework. At every campus, principals are diligent in protecting instruction from unnecessary interruptions.

State Compensatory Education

The District's SCE funds are used to fund prevention, intervention prevention camps, intervention teachers, extended day and summer school as well as Pregnancy Education and Parenting. CSE also has a Prevention, and Intervention for students that are being considered for retention based on documented data that teachers share before a committee. Based on this need students are provided with accelerated instruction two weeks prior to school. read Data shows that economically disadvantaged students identified as at-risk are still below the regular students. There are 3 intervention teachers and several homebound teachers depending on need. At JH and HS, SCE funds are used to assist those students identified as at-risk for dropping out, and credit recovery, and used to cover services and all staff at DAEP and School of Choice. CSI has two para-professionals assisting the campus interventionist in working with identified at-risk students. The district's pregnancy education program supports students who are pregnant and/or parents with homebound assistance. The new guidelines will allow the district to assist these students with daycare. SCE funds are used to fund teachers and para-professionals for half-day PK to a full-day program. JH and HS purchase a program for credit recovery and School of Choice. CSE Intervention teachers purchase programs to work with their identified at-risk students that have been extremely successful. Transportation services are provided for summer school, extended days, and tutorials. District and campus data reveals that males are more successful than

their counterparts – females in the areas of math and science. Technology is being utilized to assist with this.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2019 - 20 school year all 4 campuses are Title I, funds on these campuses are utilized to close the achievement gap by providing additional staff, tutorials, instructional staff, and professional development based on needs identified to include technology PD to assist students served. The district provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transition activities between grade spans, and coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced-priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 66 students identified as McKinney Vento and continues to grow. McKinney Vento District Contact and personnel attend training to assist in identifying the correct procedures to implement and provide training at the campus and district level. There is the ongoing implementation of support and intervention activities for identified McKinney Vento students to ensure progress toward course completion, credit accrual, and graduation. Campus Instructional officers with the assistance of campus counselors monitor attendance, and grades, and meet with campus administrators to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is provided. Our district Migrant Program is in a shared service arrangement with Region 20 and our numbers have increased due to this. Region 20 works with the migrant clerk and counselor to take the appropriate steps to make sure that all services are provided. Migrant students are given opportunities to visit several colleges/universities throughout the state. All teachers at the 4 campuses are required to attend weekly PLCs to assist in data disaggregation and to plan lessons. The district plans and coordinates with campus administrators and leadership teams to receive training in root cause analysis. Elementary campuses and secondary campuses work together to analyze data to determine root causes and prioritize areas of need. Performance objectives, goals, and strategies are communicated at the campus, and district levels and shared with the school board. Based on the strategies developed both formative and summative reviews will occur throughout the year (November, February, April, and June). The district plans and coordinates with school counselors on transitions. Kids R First and CDI plan with CSE to coordinate campus transitions, and then the third grade plans a transition visit with the CSI campus. Our 6th-grade students plan a transition with the JH and the 8th-grade students plan a transition to High School. Our High School students are given numerous opportunities to visit colleges and universities. This year due to COVID-19 - all professional development will be virtual. All students have been provided with electronic devices through the Connectivity Grant and Title I.

Equity Plan

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

ARP II Homeless Grant - To provide LEAs increased capacity to expand systems, staffing, and program support to facilitate identification and enrollment, mitigate learning loss and provide wraparound services, and address the unique needs of homeless children and youth due to the impact of COVID-19 pandemic. Parent surveys indicate that the following items were most in need: 1. Tutoring 2. Hygiene items and food 3. Clothing 4. Dental-Medical referral 5. Counseling.

Duties peace officers, school resource officers, and security officers [TEC 37.081]

Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to: 1.Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure. 3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. 4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary. 5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions. 6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations. 7. Carry weapons as directed by the chief of police and approved by the Superintendent. 8. Carry out all other duties as directed by the chief of police or Superintendent. District police officers shall not be assigned routine classroom discipline or administrative tasks.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): CSCISD is committed to ensure safety and security of all students, parents, and staff. **Root Cause:** Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

Problem Statement 2 (Prioritized): Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause:** Due to social media resources available, need to make sure that all stakeholders have the correct information.

Technology

Technology Summary

The CSCISD community will develop 21st learning skills, such as collaboration, digital literacy, critical thinking and problem solving skills. The plan for our students are to become 21st century learners.

Teachers receive support from Region 20 as far as google classroom training. Students have access to dual credit classrooms at the high school level. Students are able to utilize Edgenuity at grades 6th - 12th grade for personalized curriculum. Technology devices (through a survey) are lacking for student/teacher/campus and district admin are needed to be able to work from home. Students lacking WIFI for virtual instruction will need to provided hot spots. Devices/printers/cameras will need to be provided for students and teachers to be successful.

Providing differentiated instruction for at-risk students in small group settings will be included in our Asynchronous Instruction Plan submitted to TEA and approved by the school board.

Training on our LMS systems for elementary and secondary campuses will be ongoing throughout the year. Asynchronous Instruction training through ESC-20 will also continue for teachers and administrators.

Electronic devices were identified for each campus in order to provide all students an opportunity to complete online assignments. Additionally wifi hotspots, hardware and software were purchased in order to allow campuses to transition to remote learning seamlessly. Each school identified needed interactive panels, webcams, hovercams and any other technology equipment or service needed to be able to record and upload the lessons for students to view at home.

Surveys on technology needs were sent out to parents to assist in identifying the need for internet and wifi hotspots in our community.

CSCISD was awarded ESSER II, III and PPRP - surveys were completed for ESSER III spending on Renaissance learning. ESSER II was utilized for technology devices - based on needs assessment. ESSER I was utilized for personnel.

CSHS: Electronic devices were identified for each campus in order to provide all students the opportunity to access research-based interactive instruction. Last year the campus was equipped with wifi hotspots, hardware, and software. High school teachers and students have access tp interactive panels, webcams, hovercams, and other technology equipment that greatly enhance the learning environment at our campus. Chromebook carts are currently being used throughout the campus for instructional purposes. CSHS encourages teaching strategies that integrate technology effectively into curriculum and instruction to improve learner academic achievement. CSHS continues to upgrade its old technological equipment. New interactive panels have been provided to all core area teachers to replace outdated projectors. Chromebook carts have been gradually updated with new devices. Every student has access to a Chromebook, every student has a Google account, and all teachers have access to Google Classroom. Students are aware of how to navigate GSuite to fit their learning needs. Teachers are required to use Google Classroom and Remind to communicate with students and parents. Instructional materials available online are evaluated for appropriateness and accuracy through usage reports available for online programs (example, Renaissance, Remind, and Edgenuity) Desktops, laptops, iPads, Hovercams, interactive panels, digital marquee, TI nSpire calculators, etc. A variety of technology is available to all students and staff.

CSJH: Touch systems data entry course provides students with a high school credit and local articulation college credit opportunities. TSDE is a recommended prerequisite class for all advance computer courses in the CSHS CTE program. Based on STAAR redesign questions and technology survey, students will need mice and classroom sets of headphones for daily use and as practice for online STAAR tests to improve student achievement. SPED teachers do not have chromebooks or COWs for their classrooms.

CSI: Based on Technology inventory - CSI has a total of 250 chrome books for students and 20 panels and Doc cameras for all core subject teachers. Based on this inventroy - there are ony 50 mice that are functional - need is for every student on the campus to have one. Also, based on inventory, there are curently 20 headphones that are currently being used - need identified would be for every student on the campus to be able to utlize a set of headphones.

CSE: ll 9 first grade classrooms are provided with an iPad cart of mini iPads. These carts do not have sufficient devices for every student in class and are at least five years old. These

sets of ipads are from another campus that got updated devices therefore handing down extras to the lower grades. The iPads do not have up to date software needed for blended instruction and are too old to install needed software updates. Some of the iPads in the carts are non-functional and have not been replaced therefore 1 to 1 online use is not provided. There are currently 9 first grade teacher laptops and Cleartouch Interactive Boards. There are 5 large iPads available for teacher use therefore we are lacking 4 teacher iPads. We lack up to date ipads, web cameras, microphones, mice, mouse pads, headphones and wireless keyboards in order for distance learning to be successful. More staff development is needed for the integration of technology. 2nd and 3rd grade needs for Hardware needs include the following, but not limited to : webcams, microphones, mice, mouse pads, headphones, Wireless keyboards, Hover cams with scanning and recording capabilities. To prepare for our blended learning experiences, STAAR re-design, student achievement we need to equip our classrooms with the needs identified.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): CSCISD community access to 21st century digital tools is limited due to social economic factors. **Root Cause:** CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Priority Problem Statements

Problem Statement 1: 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps.

Root Cause 1: Lack of the district's coordination to provide prescriptive interventions.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The district's overall reading scores show that 57% are below grade level.

Root Cause 2: Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 3: Lack of the district's coordination to provide prescriptive interventions.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: CSCISD community access to 21st century digital tools is limited due to social economic factors.

Root Cause 4: CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Problem Statement 4 Areas: Technology

Problem Statement 5: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement.

Root Cause 5: We must determine a better way of encouraging all parents to become more involved

Problem Statement 5 Areas: District Culture and Climate - Parent and Community Engagement

Problem Statement 6: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants.

Root Cause 6: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

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

Problem Statement 7: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization.

Root Cause 7: Due to social media resources available, need to make sure that all stakeholders have the correct information.

Problem Statement 7 Areas: District Context and Organization

Problem Statement 8: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams.

Root Cause 8: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Scores are low, which results in a low accountability rating.

Root Cause 9: Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 10 Areas: District Culture and Climate - Curriculum, Instruction, and Assessment

Problem Statement 11: CSCISD is committed to ensure safety and security of all students, parents, and staff.

Root Cause 11: Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

Problem Statement 11 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: CSCISD by 2024 will have all campuses rated at a minimum at a B on state accountability.

Performance Objective 1: Performance Objective: By May 2024 all campuses will develop district wide vertically aligned ELAR & math curricula. Target: CSCISD will develop a systematic approach to deliver ELAR & Math TEKS across campuses, with an emphasis on all sub-populations.

High Priority

Evaluation Data Sources: STAAR, EOC, TELPAS, PBMAS, TAPR, STAR 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The CSCISD ELAR team will continue to unpack the new TEKS and align the new curriculum in core areas with TEKS Resource System (TRS). **Strategy's Expected Result/Impact:** By 2023, 60% of all students will be at meets in State Accountability in ELAR. Review at CAT - November 2022 and April 2023. **Staff Responsible for Monitoring:** Curriculum Office				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Train instructional staff in TEKS Resource System, to include the Year At A Glance Document (YAG) & Instructional Focus Document (IFD) Planning Guide, TEKS Implementation Guides & PK Framework **Strategy's Expected Result/Impact:** 100% of core teachers will be trained on TRS and utilize the curriculum to drive their instruction. **Staff Responsible for Monitoring:** Curriculum Director				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Train instructional staff in the Gradual Release of Responsibility Framework. (GRR) **Strategy's Expected Result/Impact:** 100% of teachers will be trained on GRR framework and will utilize their instructional delivery. **Staff Responsible for Monitoring:** Curriculum Director				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement a lesson plan format to follow the Gradual Release of Responsibility Framework and in conjunction with our Synchronous Instruction Plan for Remote Conferencing up to 20 days per year as per SB 15. **Strategy's Expected Result/Impact:** 100% of teachers will utilize the lesson plan format to plan asynchronous instruction **Staff Responsible for Monitoring:** Principals; Curriculum Director, Campus Leadership Team, Instructional Officers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Curriculum Specialists, Campus and district administration will receive and attend professional development. The campus will utilize curriculum specialists to provide coaching and training opportunities for classroom teachers to address closing the achievement gaps for identified students and addressing comprehensive needs assessment. **Strategy's Expected Result/Impact:** STAAR Results will increase 5% each year as per State Accountability Rating. **Staff Responsible for Monitoring:** Campus Administration C & I Director Federal Programs Director **Funding Sources:** Salaries - Title I Part A Allocation - $232,000, Travel- Instructional Officers (TCEA,CAMT,CAST,ESC 20, TEKSCON,CEC) - Title I Part A Allocation - $37,000, Travel- Instructional Officers (TTESS Appraiser Certification Training) - Title II - $4,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Train instructional staff in the writing process to align with the new ELAR TEKS. **Strategy's Expected Result/Impact:** 100% of ELAR teachers will utilize the strategies to improve g scores on STAAR/EOC Redesign by 10% from the previous year. **Staff Responsible for Monitoring:** Principals Curriculum Director				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Refresh campus instructional technology devices on a rotating basis and any maintenance that is required on a yearly basis **Strategy's Expected Result/Impact:** campus technology devices will be maintain annually and refreshed on a rotating basis **Staff Responsible for Monitoring:** Technology Director Principals **Funding Sources:** Technology - Local - $42,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Provide tier 2 and tier 3 math and reading intervention and acceleration using Renaissance Learning Suite and Amplify Intervention program. **Strategy's Expected Result/Impact:** At the end of 2024 school year, student MOY and EOY formal assessment data will show one year's growth in mathematics and reading. **Staff Responsible for Monitoring:** SPED Director Curriculum and Instruction Director Principals **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Renaissance Suite - ESSER III - $167,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Provide dyslexia program, Reading by Design to dyslexia students across the district. **Strategy's Expected Result/Impact:** By the end of 2024 school year, students identified with dyslexia will show one year growth in Reading in their BOY, MOY and EOY formal assessment data. **Staff Responsible for Monitoring:** SPED Director Principals **Problem Statements:** Student Achievement 2 **Funding Sources:** Reading By Design resources - Local - 199 - $20,000, Miscellaneous Operating Costs - Local - 199 - $2,000, Travel, Training - Local - 1991 - $4,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Provide a supplemental intervention program to close the achievement gaps and meet the challenging state academic standards in reading and math. **Strategy's Expected Result/Impact:** By June 2024, 75% of students utilizing the IXL and Learning A-Z programs will see at least one grade level increase in math and reading levels. **Staff Responsible for Monitoring:** Principals SPED Director **Problem Statements:** Student Achievement 2 **Funding Sources:** IXL and Learning A-Z - Local - 199 - $7,156				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Identified and referred students for GT will participate in the Project Based Learning showcase during the school year. Teachers will be provided with staff development and planning time. Students will complete PBL projects to feature on the campus GT web page. **Strategy's Expected Result/Impact:** 100% of identified gifted and talented students by May of 2022 will e participate in the Fall and Spring PBL showcase. **Staff Responsible for Monitoring:** Campus Administrators Campus G/T ELA teachers (1st - 6th) and 7th - 12th (Social Studies) **Funding Sources:** Showcase, supplies, awards - General Fund - $6,100				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Continue to utilize math supplemental curriculum for grade K-5th). **Strategy's Expected Result/Impact:** By May 2023, the identified grade levels will achieve 80% of program benchmarks **Staff Responsible for Monitoring:** Principals Curriculum Director **Funding Sources:** Sharon Wells - Title I Part A Allocation - $32,100, Sharon Wells - Travel - Title I Part A Allocation - $9,276, Pearlized Math - Title I Part A Allocation - $18,200				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Highly effective staff monitor Credit Recovery/Math lab at JH/HS to assist and provide prescriptive learning paths for students. **Strategy's Expected Result/Impact:** Provide highly effective staff for students in Credit Recovery for at least 75% of the classes provided. **Staff Responsible for Monitoring:** Principals Federal Programs Director **Funding Sources:** Personnel - State Compensatory Education - $85,000, substitutes - State Compensatory Education - $6,000				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14: For students in DAEP/ School of Choice staff will instruct students not mastering (CSI/JH/HS). **Strategy's Expected Result/Impact:** Will assist DAEP/ School of choice staff in working with students not mastering Benchmarks/CBA's in Reading/Math/English/ Algebra I **Staff Responsible for Monitoring:** DAEP Administrator, Student Services Director Federal Programs Director Principals **Funding Sources:** Salaries - Wildcat Academy - State Compensatory Education - $151,616, Substitutes - State Compensatory Education - $7,000				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15: District and campus administration will utilize programs designated to assist in analyzing data - root cause analysis and comprehensive needs assessment. Strategy will address closing the achievement gaps for identified students. Campus committees will meet to review data and needs assessment. **Strategy's Expected Result/Impact:** 100% of campuses and district will complete CIP/DIP by October 2023. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring. **Staff Responsible for Monitoring:** Federal Programs Director Campus Administrators **Problem Statements:** Student Achievement 3 **Funding Sources:** Software - Title I Crates/Plan 4Learning/spanish translation (806 Technologies) - Title I Part A Allocation - $7,850, ACET Conference - State Compensatory Education - $6,000, McKinney Vento Conferences/ workshops - TEHCY - $5,000, Federal Programs Directors Conference/Training - Title I - $6,000, Needs assessment committee meetings - Title I Part A Allocation - $6,000				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16: Identified at-risk students will be provided with interventions by identified teachers and para-professionals and provide professional development for teachers, paras and administrators. Strategy will address closing the achievement gaps for identified students **Strategy's Expected Result/Impact:** 75% of identified at-risk students will receive interventions by June of 2023 and campus administrators and directors will complete SCE Evaluation by June of 2023. **Staff Responsible for Monitoring:** Campus Administrators Curriculum Director Special Education Director **Problem Statements:** Demographics 1 - Student Achievement 2 **Funding Sources:** Paraprofessionals, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay - State Compensatory Education - $350,000, CSI Interventionist - Title I Part A Allocation - $55,000, Instructional Supplies - intervenionist - State Compensatory Education - $15,000, Region 20 PD - Title I Part A Allocation - $3,600, Substitute pay - State Compensatory Education - $19,000, Title I Teachers - Title I Part A Allocation - $250,000, Sustitutes - Title I Part A Allocation - $30,000, Travel - CSE Interventionist & CSI interventionist - State Compensatory Education - $12,000				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17: McKinney-Vento Campus Liaisons will monitor the attendance, grades and college readiness of identified students. **Strategy's Expected Result/Impact:** As a result of monitoring, 90% of McKinney Vento identified students will be on track to graduate with their cohort by June 2023 **Staff Responsible for Monitoring:** Principal McKinney-Vento liaison/secretary - IO - data/attendance/grades **Funding Sources:** Travel - Title I Part A Allocation, Professional Development - Title I Part A Allocation, Salaries - tutoring/transportation - Title I Part A Allocation - $10,000, IO - MV campus liaison - Title I - $203,000, ARP Homeless grant - clothing, supplies and hygiene items, food - ARP Homeless Grant II - $42,000, TEHCY - supplies/ travel required conferences - TEHCY - $9,000				

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 18: New teachers to the district, to include permanent substitutes on an agreement will be part of a research based teacher comprehensive mentor program. First and second year teachers to the district will be part of the comprehensive mentor program. **Strategy's Expected Result/Impact:** By May of 2024, 100% of new teachers and permanent substitutes on an agreement will be part of the teacher comprehensive mentor program (Riley and Presley Education Associates). Decrease in turnover rate by 2%. MOY and EOY surveys will be completed by mentees and mentors by June of 2024. **Staff Responsible for Monitoring:** Principals Director of HR **Equity Plan** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Mentor Program contract - Title I Part A Allocation - $16,000				

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 19: Teachers will be provided with opportunities to maintaining or attaining certification through alternative certification and TExES testing to ensure all staff are meeting highly effective requirements and making every effort to retain. **Strategy's Expected Result/Impact:** By May of 2021, 100% of teachers will be provided with opportunities to maintaining or attaining certification through alternative certification, and TExES testing to ensure all staff are meeting highly effective require **Staff Responsible for Monitoring:** Principals Exec. Director of HR				

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 20: Develop a systematic approach to deliver Math TEKS across campuses, with an emphasis on all sub-populations. **Strategy's Expected Result/Impact:** Standardized district wide implementation of math TEKS and the use of TEKS implementation guides to ensure rigor and depth of knowledge. **Staff Responsible for Monitoring:** Curriculum Director Principal				

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 21: The District Curriculum & Instruction Office will provide Instructional Officer support at all PK-8th campuses **Strategy's Expected Result/Impact:** Instructional officers will be on campus providing content area support four days per week **Staff Responsible for Monitoring:** Curriculum Director **Funding Sources:** Instructional Officers Salary - Title I Part A Allocation - $150,000				

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22: Teachers, students and parents will be surveyed - technology. District and campus staff will be provided with PD to assist students in closing the gaps and supplies needed for instruction due to COVID 19 online virtual instruction. **Strategy's Expected Result/Impact:** By June 2022, 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 **Staff Responsible for Monitoring:** Principal Technology Director				

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 23: Utilize math supplemental curriculum for grades K-5 (Sharon Wells and Pearlized Math) **Strategy's Expected Result/Impact:** By June 2023, students will score 80% on benchmarks for programs **Staff Responsible for Monitoring:** Curriculum Director Campus Admin **Funding Sources:** Sharon Wells - Title I - $45,000, Pearlized Math - Title I - $20,000				

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24: Provide summer school/extended year for all district students not meeting standards set by district to assist students in closing the gaps for identified at risk students - allow for teacher planning (review of data) of all students attending summer school. **Strategy's Expected Result/Impact:** 100% of students will continue to receive support /supplies for summer school by June 2023. 100% of teachers will provide a narrative/evaluation of summer school using their data (attendance/pre-post assessment) during the last day of summer school (lunch will be provided to complete all the documentation needed. **Staff Responsible for Monitoring:** Campus Admins Special Education Director Federal Programs Director Curriculum Director **Results Driven Accountability** **Problem Statements:** Demographics 1 - Student Achievement 3 **Funding Sources:** Personnel (new summer school rate) - Title I Part A Allocation - $450,000, Personnel (new summer school rate) - State Compensatory Education - $30,000, Instructional Supplies - State Compensatory Education - $10,000, Enrichment Supplies - Title I - $10,000, Teacher Planning - for last day of ss to provide documentation needed - Title I Part A Allocation - $1,000				

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 25: A full-time paraprofessional will monitor credit recovery lab at HS to assist students who need prescriptive learning paths. A full-time paraprofessional will monitor math lab at JH to assist students who need prescriptive learning paths. **Strategy's Expected Result/Impact:** Provide a full-time paraprofessional for at least 75% of classes for credit recovery **Staff Responsible for Monitoring:** Principal Fed Programs Director **Funding Sources:** Salaries - State Compensatory Education - $30,000				

Strategy 26 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 26: Instructional officers will attend professional development and help with planning at both the district and campus level to address closing the achievement gaps for identified students and other core subject areas. **Strategy's Expected Result/Impact:** By June 2023, district will see an increase of 50% in use of TRS system to assist in classroom instruction and lessons and an overall 5% increase in district STAAR scores. **Staff Responsible for Monitoring:** Curriculum Director Principals **Funding Sources:** Travel & Planning time - Title I - $25,000				

Strategy 27 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 27: Certified bilingual/ESL teachers will be provided stipends to recruit and retain them in the district **Strategy's Expected Result/Impact:** By June 2023, 100% of Bilingual/ESL staff will be certified to teach our Emergent Bilingual population. **Staff Responsible for Monitoring:** Bilingual Director HR Director **Funding Sources:** Personnel Salaries - LCFF - Supplemental				

Strategy 28 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 28: Teachers will be provided opportunities to maintain or attain certification through alternative certification, GT certification, Bilingual/TEXES testing to ensure all staff are meeting highly effective requirements and making efforts to retain staff **Strategy's Expected Result/Impact:** By May 2023, 100% of teachers will be provided opportunities to maintain or attain certification requirements **Staff Responsible for Monitoring:** HR Director GT Director Bilingual Director				

Strategy 29 Details	Reviews			
Strategy 29: Campus LPAC committees will utilize programs designed to analyze data for specific students to close the achievement gaps; purchase and utilize LAS, the TEA approved instrument for testing qualified students	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 100% of campuses will utilize LAS for bilingual/ESL testing and Frontline/ SuccessEd for LPAC meetings held throughout the school year **Staff Responsible for Monitoring:** Bilingual Director **Funding Sources:** LAS testing materials - Bilingual Education - $2,000				

Strategy 30 Details	Reviews			
Strategy 30: District will hold meetings, trainings and planning sessions in preparation for GT Project Based Learning showcase in the fall and in the spring to display work on PBL projects	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By March 2023, 100% of GT students will display and interpret their PBL project at the GT Virtual or F2F showcase **Staff Responsible for Monitoring:** GT Director Curriculum Director Campus Admins **Funding Sources:** Building Rental Fees - Gifted and Talented - $250, Supplies and Materials - all campuses - Gifted and Talented - $12,100, Refreshments/Snacks (showcase) - Gifted and Talented - $600				

Strategy 31 Details	Reviews			
Strategy 31: Provide teachers GT 5-day professional development training and 6 hour GT update	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By August 2023, 100% of teachers needing GT update and full 5-day initial training will be completed **Staff Responsible for Monitoring:** GT Director Curriculum Director Campus Administrators **Funding Sources:** GT Training - Gifted and Talented				

Strategy 32 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 32: CSCISD will continue its SSA with Region 20 ESC for Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement which provides supplemental resources to districts/charters to help ensure that children who are Emergent Bilinguals attain English proficiency at high levels in academic subjects and can meet state achievement performance standards. It is intended to benefit students who are Emergent Bilinguals, including immigrant children and youth. **Strategy's Expected Result/Impact:** By May 2023, 100% of resources/activities are allocated to ensure ELL students can meet state standards **Staff Responsible for Monitoring:** Bilingual Director Campus Admins CFO **Funding Sources:** Title III - Bilingual Education				

Strategy 33 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 33: Certification testing fee and associated expenses (for Texas ESL and/or bilingual certification tests only; teachers must have been provided training in preparation for these certification tests as part of the comprehensive PD plan) **Strategy's Expected Result/Impact:** 100% of our teachers in a bilingual/ESL classroom setting will be fully certified by June 2023. **Staff Responsible for Monitoring:** Bilingual Ed Director Human Resources Director Principal **Funding Sources:** Bilingual Education Allotment - Bilingual Education - $1,000				

Strategy 34 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 34: Teachers who service bilingual/ESL students will be provided staff development in area of Bil/ESL and SIOP training for sheltered instruction and strategies to help the Bil/ ESL student be successful in L2. **Strategy's Expected Result/Impact:** By May of 2023,, 100% of those teachers who service Bil/ESL students, will receive professional development to ensure they are following the early exit content-based model of instruction and know how to carry out the most effective strategies. **Staff Responsible for Monitoring:** Bilingual Ed. Director Principal **Funding Sources:** Bilingual Ed. Allotment - Bilingual Education - $3,300				

Strategy 35 Details	Reviews			
Strategy 35: Instructional Officers will provide training to teachers as indicated by campus needs assessment or campus administration to ensure instruction is delivered appropriately and to increase teacher capacity.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By June 2023, 100% of teachers will be trained on programs and software CSCISD utilizes to impart lessons to students whether face-to-face instruction or during remote learning situations **Staff Responsible for Monitoring:** Curriculum Director Instructional Officers, Principals **Funding Sources:** Title I (salaries) - Title I Part A Allocation - $165,000				

Strategy 36 Details	Reviews			
Strategy 36: Bilingual/ESL teachers will receive training on the use of digital technology tools helpful for use in preparation for TELPAS testing	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By December 2022, all Bilingual/ESL teachers will receive training on the available technology tools/programs (SUMMITK12) to utilize with Emergent Bilingual students in preparation for TELPAS **Staff Responsible for Monitoring:** Bilingual Director **Funding Sources:** ESC 20 Training - Bilingual Education - $0				

Strategy 37 Details	Reviews			
Strategy 37: District Administrators will receive training on virtual instruction, virtual learning walks, data-informed decision making, innovations, trauma-informed leadership and building and maintaining culture remotely	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 100% of CSCISD administrators will receive training on leadership by February 2023. **Staff Responsible for Monitoring:** Curriculum Director Superintendent **Funding Sources:** ESC training schedule for administrators - Local - $2,000				

Strategy 38 Details	Reviews			
Strategy 38: CSCISD will purchase paid subscription of SeeSaw for PK-2 grade teachers	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By May 2023, all teachers will continue to receive training and utilize SeeSaw in PK-2 as their learning management system **Staff Responsible for Monitoring:** Curriculum Director, Principals, Instructional Officer **Funding Sources:** Paid Subscription for Licenses for See Saw - Local - $3,300				

Strategy 39 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 39: CSCISD will purchase TEKS implementation guides and provide training to teachers for its use in breaking down the TEKS and providing rigor and depth of knowledge to concepts and skills addressed in their lessons **Strategy's Expected Result/Impact:** By May 2023, 100% of teachers in content areas will utilize TEKS implementation guides to plan their lessons for students in either face to face or remote learning environments **Staff Responsible for Monitoring:** Curriculum Director Principals **Funding Sources:** TEKS Implementation Guides - Local - $1,500				

Strategy 40 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 40: All CSCISD K-3 teachers and principals will successfully complete Reading Academies as required by HB3 **Strategy's Expected Result/Impact:** By June 2023, all new K-3 teachers and administrators will complete Reading Academies **Staff Responsible for Monitoring:** Curriculum Director **Funding Sources:** Region 20 ESC schedule of training dates - Local - $20,000				

Strategy 41 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 41: CSCISD will adopt K-3 phonics curriculum that uses systematic direct instruction, incorporates the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2. **Strategy's Expected Result/Impact:** By October 2023, CSCISD K-2 teachers will utilize a phonics curriculum as required by HB 3 **Staff Responsible for Monitoring:** CSE Principal Curriculum Director **Results Driven Accountability - Equity Plan** **Funding Sources:** Phonics Curriculum-Saxon Phonics - Local - $25,000				

Strategy 42 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 42: All technology software and licensing renewals will be updated on a yearly basis for all campuses and sub groups. **Staff Responsible for Monitoring:** Technology Director Curriculum Director **Funding Sources:** Testhound Renewals - Local - $6,000, Microsoft - Local - $18,500, Edgenuity Renewal 6-12 (Intermediate $5000, JH $20000, HS $30000) - Local - $50,000, Eduphoria Renewal $400 per campus (Lead4ward) - Local - $1,600, Lead4ward $400 per campus - Local - $1,600, Google suite for classrooms (district wide) - Local - $7,200, See Saw for Schools - Local - $3,300, Anti-Virus - Local - $21,000, SchoolMessenger - Local - $5,239, Content Filter - Local - $13,046, Funds for Learning E-Rate Manager - Local - $600, Website Renewal - Local - $8,000				

Strategy 43 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 43: Bilingual teachers will receive yearly training on topics pertinent to certification and supplies to assist with instruction for all bilingual students. Supplies for required summer school bilingual program (120 hours) will be provided. Headsets for bilingual students will be provided yearly. **Staff Responsible for Monitoring:** Curriculum Director **Funding Sources:** $4000 bilingual headsets; $600-Summer bilingual program; $800 per teacher-HS; $350 per teacher-JH; $200 per teacher-CSI; $240 per teacher-CSE (bilingual certified teachers only) - Bilingual Education - $9,300				

Strategy 44 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 44: CSCISD will work with Resilient Schools Support Program (RSSP) to ensure recapture of learning loss due to COVID-19 and provide instructional focus through summer school program and 2023-2024 school year curriculum: provide technology devices and programs to C&I staff to review/analyze data to assist in increasing teacher capacity. **Strategy's Expected Result/Impact:** Literacy and math improvement districtwide for specific sub groups; increase student outcomes by increasing teacher capacity. **Staff Responsible for Monitoring:** Curriculum Director Principals Curriculum Specialists **Funding Sources:** TCLAS Grant - Technology Devices - ESSER III - $15,000, TCLAS Grant - Analytics Dashboard - ESSER III - $21,000				

Strategy 45 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 45: CSCISD will work with TAMU on Project Victory - a federal grant awarded to ensure literacy based lessons in science instructionoccur in bilingual classrooms for 3rd grade cohort in 21-22 school year; 4th grade in 22-23 school year; and 5th grade in 23-24 school year. Training and supplies will be provided by Project Victory and TAMU **Strategy's Expected Result/Impact:** improved teaching and learning in the area of science at 3rd grade-5th grade bilingual classrooms **Staff Responsible for Monitoring:** Bilingual/Curriculum Director Elementary and Intermediate Principals Instructional Officers				

Strategy 46 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 46: Directors, Admins, Teachers and instructional officers will receive training on core area subjects and leadership courses throught contracted services with region centers on evidence based strategies to help recapture learning loss and build leadership capacity. **Strategy's Expected Result/Impact:** improved literacy, math, science and social studies scores **Staff Responsible for Monitoring:** Curriculum Director Principals **Funding Sources:** $5500 per campus - Local - $22,000				

Strategy 47 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 47: CTE teachers will plan during summer on identified needs to review scope and sequence, review updates on industry-based certifications, unpack the TEKS, and create instructional plans. CTE teachers will review areas of certification for students and plan accordingly, to make sure all certifications and instructional supplies match the industry based certifications. **Strategy's Expected Result/Impact:** 75% of the CTE teachers will participate in the summer planning to review CCMR student results and plan accordingly . CTE certifications will increase by 10%. **Staff Responsible for Monitoring:** District CTE Director Campus Principal Campus Lead CTE Teacher **Funding Sources:** Travel - Campus and District - CTE (Local) - $7,000, Career Fairs - CSE/CSI/JH/HS - CTE (Local) - $600, Career Center - CTE (Local) - $500				

Strategy 48 Details	Reviews			
Strategy 48: Provide CPI training to appropriate district staff to decrease restraining and disciplinary count.	Formative			Summative
Strategy's Expected Result/Impact: By the end of 2024 school year, the district restraint count will decrease by 10%. **Staff Responsible for Monitoring:** SPED Director Principals **Problem Statements:** District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 3 **Funding Sources:** CPI Trainers manual, recipients' manuals - Local - 199 - $2,675	Nov	Feb	Apr	June

Strategy 49 Details	Reviews			
Strategy 49: Provide staff development training to staff in order to positively impact student achievement.	Formative			Summative
Strategy's Expected Result/Impact: By the end of 2024 school year, student achievement in state assessments will increase to 80%. **Staff Responsible for Monitoring:** SPED Director Principals **Problem Statements:** Student Achievement 2 - Curriculum, Instruction, and Assessment 1	Nov	Feb	Apr	June

Strategy 50 Details	Reviews			
Strategy 50: Campus, District Administrators and instructional officers will receive professional development on legislative updates, district procedures, and other items as per the information received. Campus and district administrators will be provided time to review all data for STAAR/EOC, plan for a plan for remote conferencing, and data review to include learning loss/gains made.	Formative			Summative
Strategy's Expected Result/Impact: By June of 2023, 85% of students will increase 5% on Benchmark results and STAAR/EOC results. Campus and district administrators will attend PD - will share training - to include agendas/sign-in sheets/evaluation of training, will attend Summit Leadership to review/discuss needs assessment. **Staff Responsible for Monitoring:** Campus & District Administrators **Funding Sources:** travel - federal programs/campus admin/summit leadership - Title I Part A Allocation - $20,000	Nov	Feb	Apr	June

Strategy 51 Details	Reviews			
Strategy 51: All campuses will implement acceleration assistance to those students who did not meet standards on state assessments in order to fulfill HB4545.	Formative			Summative
Strategy's Expected Result/Impact: Students will achieve 60% Meets and show improvement in the tested areas of STAAR/ EOC. **Staff Responsible for Monitoring:** Principals, Curriculum Director, Teachers	Nov	Feb	Apr	June

Strategy 52 Details	Reviews			
Strategy 52: Teachers will participate in the PDSC cooperative through ESC20.	Formative			Summative
Strategy's Expected Result/Impact: 100% of teachers will use Professional Development Series Cooperative by June 2023. **Staff Responsible for Monitoring:** Curriculum Director Principals **Funding Sources:** Travel/ Registration - all campuses - General Fund - $4,000	Nov	Feb	Apr	June

Strategy 53 Details	Reviews			
Strategy 53: All campuses will participate in the ESC20 Educational Resources cooperative, GT cooperative , Bilingual and Counselor cooperative.	Formative			Summative
Strategy's Expected Result/Impact: By June 2023, 100% of teachers will utilize the resources within the cooperatives. **Staff Responsible for Monitoring:** Curriculum Director Principals District Librarian **Funding Sources:** ESC20 commitment contract - General Fund - $15,000	Nov	Feb	Apr	June

Strategy 54 Details	Reviews			
Strategy 54: Grade 6th-12th will utilize the online Curriculum, Edgenuity, for intervention assistance, credit recovery and STAAR EOC	Formative			Summative
Strategy's Expected Result/Impact: 100% of teachers (6th-12th) will receive training and utilize the online curriculum by June 2023. **Staff Responsible for Monitoring:** Principals Teachers Curriculum Director **Funding Sources:** Online Curriculum - General Fund - $40,000	Nov	Feb	Apr	June

Strategy 55 Details	Reviews			
Strategy 55: Carrizo Springs CISD will implement a plan for 100% F2F instruction beginning in the fall of 2022.	Formative			Summative
Strategy's Expected Result/Impact: 100% of all students who are enrolled in our schools will learn through face to face instruction (F2F) **Staff Responsible for Monitoring:** Principals Curriculum Director Technology Director Student Services Director	Nov	Feb	Apr	June

Strategy 56 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 56: Federal/SCE Programs, At-Risk Counselor/Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close gaps. Training will need to be provided to newly hired secretary in all aspects of the federal and state programs. **Strategy's Expected Result/Impact:** By June of 2024, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership, and conferences attended. Newly hired secretary will receive training in all programs (limited to, any program assigned to the office) to include both federal and state.- Federal Programs Director will attend director's meeting, attend 806 technologies training and share at cabinet meetings. **Staff Responsible for Monitoring:** Federal/SCE Programs Director **Problem Statements:** Demographics 1 **Funding Sources:** Travel/registration/Leadership Summit(include mileage) conference for campus admins and directors - Title I Part A Allocation - $23,000, Mileage included in all Travel/registration Federal Programs Director/ Family Engagement/ to include new FP secretary - will need to receive training in all aspects of both state and federals programs. Liaisons(s) - Title I Part A Allocation - $10,000, ACET Conference -(include mileage) - family engagement/at-risk counselor and FP director and New hire (FP secretary - State Compensatory Education - $6,000, Supplies/resources - State Compensatory Education - $8,000, Professional Development- Title I training for Campus Admin, Finance/Federal, Curr and Sped Director Directors - Title II - $11,923, 806 Technologies conference and training - Title I Part A Allocation - $4,500				

Strategy 57 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 57: Provide a data management system to all schools to track compliance of services for SPED, 504, and RTI students. **Strategy's Expected Result/Impact:** By the end of the 2023-2024 school year, there will be 100% compliance with local, state, and federal regulations. **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** Student Achievement 3 **Funding Sources:** Success ED program - Local - 199 - $11,360				

Strategy 58 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 58: All Campus testing coordinators, Curriculum, Technology and Sped Directors will receive training through the Texas Assessment Conference. **Strategy's Expected Result/Impact:** 100% of CTCs and Directors will be trained on the new and updated testing rules/laws and procedures to be implemented in this year's STAAR/EOC test. **Staff Responsible for Monitoring:** Principals Curriculum Director **Funding Sources:** - Title I - $7,000				

Strategy 59 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 59: At the request of principals, instructional officers will be available on all campuses on Monday thru Thursday to assist with increasing teacher capacity and work with new teachers or teachers in need of assistance at the campus as designated by the campus leadership.. **Strategy's Expected Result/Impact:** Roehl Velasquez will be stationed at HS Monday-Wednesday (60%); CSI on Thursday (20%) Margarito Ayalawill be stationed at JH Monday (20%), Tuesday-Thursday (60%) Christy Ward will be stationed at CSE Monday to Thursday (80%) Friday (20%) they will be at the Admin Office Funding Source will be provided by Federal Program Office **Staff Responsible for Monitoring:** C & I Director Principals Federal Program Director **Funding Sources:** - Title I				

Strategy 60 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 60: The purchase of new computers, document cameras, wi-fi hotspots, printers, mice, headphones, mice pads and other related peripherals and resources (mice, headphones, mice pad)necessary to address the needs of teachers and students in order to improve student achievement.. **Strategy's Expected Result/Impact:** By June of 2023, 100% of students and teachers will have access to technology and resources to maximize digital and print opportunities and STAAR re-design. **Staff Responsible for Monitoring:** Campus Administrators Federal Programs Director **Funding Sources:** Title V - for all campuses (supplies/resources/programs) - Title V				

Strategy 61 Details	Reviews			
Strategy 61: Provide sensory rooms in all campuses to support SPED students academic and social development.	Formative			Summative
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, special education students will improve in their academic and social skills by a 5% decrease in negative behaviors. **Staff Responsible for Monitoring:** SPED teachers principals SPED Director **Problem Statements:** District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3	Nov	Feb	Apr	June

Strategy 62 Details	Reviews			
Strategy 62: Provide Special Olympics participation opportunities to our SPED students, ensuring they will have necessary attire, and meals.	Formative			Summative
Strategy's Expected Result/Impact: By May 2024, 100% of qualifying SPED students will participate in Special Olympics. **Staff Responsible for Monitoring:** SPED teachers principals SPED Director **Funding Sources:** Special Olympics attire, meals - Local - 199 - $6,000	Nov	Feb	Apr	June

Strategy 63 Details	Reviews			
Strategy 63: K-2 Literacy Initiative: ESC20 will be working with our bilingual teachers doing classroom observations and attendance at PLC's to create and monitor K-2 Literacy Plan.	Formative			Summative
Strategy's Expected Result/Impact: Stronger foundational skills in reading for bilingual students in acquiring L2 effectively and increase teacher capacity in utilizing the early exit transition model **Staff Responsible for Monitoring:** Elementary Principal C&I Director **Funding Sources:** - General Fund	Nov	Feb	Apr	June

Strategy 64 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 64: As per HB3, K-3 New Teachers and Administrators will attend Reading Academies during the 23-24 school year. **Strategy's Expected Result/Impact:** Texas Reading Academies support teacher knowledge and implementation of evidence-based practices based on the Science of Teaching Reading (STR), to positively impact student literacy achievement. Reading Academies were intentionally designed to provide choice in implementation to meet local needs and priorities. **Staff Responsible for Monitoring:** Curriculum Director Principal-Elementary campus **Funding Sources:** - State Compensatory Education - $21,000				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps. **Root Cause**: Lack of the district's coordination to provide prescriptive interventions.

Student Achievement
Problem Statement 1: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause**: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).
Problem Statement 2: The district's overall reading scores show that 57% are below grade level. **Root Cause**: Lack of the district's coordinated effort to understand the science of reading.
Problem Statement 3: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. **Root Cause**: Lack of the district's coordination to provide prescriptive interventions.

District Culture and Climate
Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause**: Lack of proactive approach toward SE student needs.

Staff Quality, Recruitment, and Retention
Problem Statement 1: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants. **Root Cause**: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment
Problem Statement 1: Scores are low, which results in a low accountability rating. **Root Cause**: Not enough professional support in the areas of planning, instruction and classroom management.

Curriculum, Instruction, and Assessment
Problem Statement 3: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause**: Lack of proactive approach toward SE student needs.

Goal 2: CSCISD by 2024 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.

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

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide training on the components for an effective school for administration, faculty and staff	Formative			Summative
Strategy's Expected Result/Impact: STAAR scores at each campus in district will be an 80% or better on the accountability report in the areas of reading and math **Staff Responsible for Monitoring:** Principal **Equity Plan**	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: District finance officials will support campuses on managing campus budgets and provide training if needed.	Formative			Summative
Strategy's Expected Result/Impact: By June of 2023, all campus staff will be provided with support on managing campus budgets - provide sign-in sheet and agendas. **Staff Responsible for Monitoring:** Director of Finance.	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols.	Formative			Summative
Strategy's Expected Result/Impact: By January of 2023, 100% of staff will be given guidance on how to monitor campus activity funds, guidelines, and a copy of agenda and sign-in sheets will be kept. **Staff Responsible for Monitoring:** Director of finance	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: CSCISD will complete income survey for 100% of the student population to determine economically disadvantaged population **Strategy's Expected Result/Impact:** Completion of survey to determine free and reduced lunch **Staff Responsible for Monitoring:** Food and nutrition director and CFO **Funding Sources:** Nutrilink - Local - $2,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Provide sufficient office equipment and supplies to SPED department to successfully meet the local, state, and federal legal obligations. **Strategy's Expected Result/Impact:** By the end of the 2023-2024 school year, 100% of required documents will be in compliance. **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** Demographics 1 **Funding Sources:** Office management equipment and supplies for SPED Dept & campuses - Local - 199 - $6,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Provide initial evaluations and re-evaluations to students to help them meet and exceed academic standards. **Strategy's Expected Result/Impact:** By the end of the 2023-2024 school year, 100% of students evaluated will receive appropriate instructional services and setting. **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** Student Achievement 3 **Funding Sources:** OT & PT evaluations and re-evaluations - Local - 199 - $75,000, LSSP evaluations & re-evaluation - Local - 199 - $48,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Provide low vision evaluation and travel to students to help them meet and exceed academic goals. **Strategy's Expected Result/Impact:** By the end of the 2023-2024 school year, 100% of students evaluated will receive appropriate instructional services and setting. **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** Student Achievement 3 **Funding Sources:** - Local - 199 - $50,000				

Strategy 8 Details	Reviews			
Strategy 8: Provide AI and VI services to students to increase student achievement.	Formative			Summative
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, 100% of AI and VI students will be served in the appropriate instructional setting and student achievement will increase by 10% in state assessments. **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** Student Achievement 3 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 **Funding Sources:** MOU agreement, travel - Local - 199 - $70,000	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
Strategy 9: Provide Child Find ads in local newspaper, and agencies to meet district obligation of identifying students who may need special education services from birth -21 years old.	Formative			Summative
Strategy's Expected Result/Impact: By the end of the l2023-2024 school year, the district will be 100% in compliance with state/federal regulations. **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** District Context and Organization 2 **Funding Sources:** Ads, fliers - Local - 199 - $800	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
Strategy 10: Provide Medicaid/SHARS reimbursement for students eligible to receive services as stated in their IEP.	Formative			Summative
Strategy's Expected Result/Impact: By the end of the 2023-2024 school year, school services provided through Medicaid/SHARS will allow Medicaid eligible students to increase student achievement by 10% in state assessments. ' **Staff Responsible for Monitoring:** SPED Director **Problem Statements:** Student Achievement 3 **Funding Sources:** Medicaid eligibility - Local - 199 - $5,000	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Develop a remote conferencing plan to recover attendance for those students who must learn from home to a temporary medical condition. **Strategy's Expected Result/Impact:** Students will be able to recover 100% attendance if they have to stay home temporarily due to a documented medical condition by June 2023. **Staff Responsible for Monitoring:** Principals Teachers Attendance Clerks Instructional Officers Curriculum Director PEIMS/CFO				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps. **Root Cause**: Lack of the district's coordination to provide prescriptive interventions.
Student Achievement
Problem Statement 3: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. **Root Cause**: Lack of the district's coordination to provide prescriptive interventions.
District Culture and Climate
Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause**: Lack of proactive approach toward SE student needs.
Curriculum, Instruction, and Assessment
Problem Statement 3: The district has not leveraged diverse stake holders to review current SEL practices. **Root Cause**: Lack of proactive approach toward SE student needs.
District Context and Organization
Problem Statement 2: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization. **Root Cause**: Due to social media resources available, need to make sure that all stakeholders have the correct information.

Goal 3: CSCISD by 2024 will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

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

High Priority

Evaluation Data Sources: survey results
discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The district SEL team will be established with representation from each campus and central office and community. **Strategy's Expected Result/Impact:** The team will meet in September to establish roles and responsibilities and set schedules. **Staff Responsible for Monitoring:** C & I and Student Services Director will lead the district team.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Investigate SEL practices to identify and gain an understanding of curriculum components. **Strategy's Expected Result/Impact:** Identify districts strengths and weaknesses using the CASEL framework. **Staff Responsible for Monitoring:** District SEL team will monitor.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The district team will train the staff in utilizing the CASEL framework and provide mental health training opportunities for teachers at each campus. **Strategy's Expected Result/Impact:** The district will train the campus administrators and support staff. **Staff Responsible for Monitoring:** District SEL team.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Campus counselors will receive technical support in developing a comprehensive school counseling program, to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief-informed and trauma-informed interventions, practices, crisis management, and suicide prevention strategies, bullying and violence resolution and conflict resolution. **Strategy's Expected Result/Impact:** By June of 2023, 100 % of the comprehensive counseling program will be completed. **Staff Responsible for Monitoring:** Principals Curriculum Director				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: District and campus staff will be updated on 1) Violence Prevention, suicide, dating violence, bias training and sexual harassment prevention. 2) Bullying Prevention 3)Sexual Harassment was required & provided to staff members. **Strategy's Expected Result/Impact:** By June of 2024 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. Sign-In Sheets and Agendas 4. Reporting procedures and guidelines for students that are victims of dating violence: Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy. **Staff Responsible for Monitoring:** HR Director Student Services Director Curriculum Director - counselors **Problem Statements:** Demographics 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Pregnancy Related Services willl be provided to students both on/off campus support and Comprehensive Education Home Instruction. **Strategy's Expected Result/Impact:** By June of 2024, 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 **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Director **Problem Statements:** Demographics 1 **Funding Sources:** Supplemental Pay - State Compensatory Education - $4,000, Travel - State Compensatory Education - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: *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 **Strategy's Expected Result/Impact:** By May 2024, 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 **Staff Responsible for Monitoring:** Campus Attendance Committee, Principals, Truancy Officer, Attendance Clerks, Counselors				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Parents will have be provided with open communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement .According to the Parental involvement policies, the school district will outreach to parents through posting upcoming Parent and Family Engagement Events in the newspaper. **Strategy's Expected Result/Impact:** By June 2024, 75% of the parents/families will be signed up and using the Remind message and invitations/flyers (using TransAct will be sent out to parents). **Staff Responsible for Monitoring:** Principals, CSCISD Federal Programs Service Coordinator **Problem Statements:** Demographics 1 **Funding Sources:** flyers/notes home - Title I Part A: Parent Involvement - $5,000, TransAct - Title I Part A: Parent Involvement - $4,572, Newspaper - Title I Part A: Parent Involvement - $1,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: By May of 2024, 100% of CSCISD campuses will implement a minimum of 4 family Nights along with all other required meetings such as (Title 1, STAAR nights, report card conferences/night, etc.) 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. According to the School-Parent Compact and the School Parental Involvement Policy Documentation and Evaluation checklist, we are required to post the school compact and parental involvement policies in the newspaper. CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible Childcare and transportation will be provided for these events. FPSC will attend training/conferences to assist all campuses and district with family engagement. **Strategy's Expected Result/Impact:** By June of 2024 there will be a 10% increase in parent participation at parent and family engagement events. **Staff Responsible for Monitoring:** Federal Programs Service Coordinator **Problem Statements:** District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** books and supplies - Title I Part A: Parent Involvement - $4,000, para-professionals (Childcare & transportation) - Title I Part A: Parent Involvement - $3,000, personnel salaries - Title I Part A: Parent Involvement - $55,000, food - Local - 199-61 - $1,500, newspaper announcements for the school-parent compact, the parental involvement policies, and upcoming events for parent and family enagement. - Title I Part A: Parent Involvement - $2,500, Travel - Title I Part A Allocation - $5,000, Supplies/resources for family engagment events - Title V - $2,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: McKinney Vento District Liaison will attend training to provide assistance to identified students **Strategy's Expected Result/Impact:** 100% of McKinney Vento students will be serviced with tutoring, school supplies, back packs, student assessment - college level entrance, dual credit, and transportation. **Staff Responsible for Monitoring:** CSCISD McKinney Vento Liaison **Problem Statements:** Demographics 1 - District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** * transportation *tutoring *College Readiness. *monitor attendance * school supplies. *College fees *TSI test fees (TEXSHIP funds) - Title I Part A Allocation - $9,000, *travel/conferences - TECHY Grant - $12,000, Clothing, School Supplies, Hygiene Items - ARP Homeless Grant II - $21,378, Supplies as per allowable(s) for ARP Homeless Grant I - ARP Homeless Grant I				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: By June of 2024 the Federal Programs Service Coordinator will offer three summer parent and family engagement spectaculars.(1 for elementary Pre-K-6th & 1 for Secondary 7th-12th Grade) A target increase of 10% from the previous summer spectacular parent participation. The spectacular will offer hands on activities that parents can take home and work with their child at home throughout the summer. **Strategy's Expected Result/Impact:** By June of 2024, there will be an increase parent participation by 10% from last year. **Staff Responsible for Monitoring:** Federal Programs Service Coordinator **Problem Statements:** Student Achievement 2 - District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** assist parents with opportunities to learn hands-on activities that can help their children learn at home - Title I Part A: Parent Involvement - $3,000, book author - Title I Part A: Parent Involvement - $2,000, professional employee salaries - Title I Part A: Parent Involvement - $5,000, supplies - Title I Part A: Parent Involvement - $250, attraction - Title I Part A: Parent Involvement - $500, Food - Local - 199-61 - $500				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: The Federal Programs Coordinator (supplemental) will work with school personnel, parents and students. **Strategy's Expected Result/Impact:** By November 2023 Federal Programs Coordinator will set-up a calendar (web site)to provide training/meetings for both parents and students - increase from 50 - 75%. **Staff Responsible for Monitoring:** Campus Administrator Federal Programs Director Federal Programs Coordinator **Problem Statements:** District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** supplies - Title I Part A: Parent Involvement - $3,000, training - Title I Part A: Parent Involvement - $27,000, travel to campus visits - Title I Part A: Parent Involvement - $1,500, snacks - Local - $200, Family engagement room - furniture/technology devices - Title I Part A Allocation - $75,000				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Campuses will have campus presentations and activities in October for National Bullying Prevention month. See attached addendums district's board policy FFI (Legal) and FFI (Local). **Strategy's Expected Result/Impact:** By August 2022, 100% of campuses in the district will have presentations and activities on bullying prevention during October 2022 National Bullying Prevention Month. **Staff Responsible for Monitoring:** Campus Admins Curriculum Director **Funding Sources:** Activities on Bullying Prevention - General Fund				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14: As per HB1026, CSCISD must adopt a character education program that includes the following positive character traits: courage; trustworthiness, including honesty, reliability, punctuality, and loyalty; integrity, respect and courtesy; responsibility, including accountability, diligence, perseverance, and self-control; fairness, including justice and freedom from prejudice; caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity; good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law; and school pride and gratitiude **Strategy's Expected Result/Impact:** By May 2021, CSCISD will select a character education program and shall consult with a committee selected by the district that consists of: (1) parents of district students; (2) educators; and (3) other members of the community **Staff Responsible for Monitoring:** District Directors Campus Admins **Funding Sources:** Character Education Program - General Fund				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15: CSCISD will provide training/ Professional development for parents serving on the Campus/District Parent and Family Engagement Advisory Board to assist in building capacity for the district. The District Parent and Family Engagement Advisory Board will meet 4 times during the year - at different times. **Strategy's Expected Result/Impact:** The parents and CSCISD Federal Programs Service Coordinator will learn how to recruit new parents to attend parent and family engagement events along with learning what strategies other school implement to recruit their parents. DPAC will review twice a year ESSA expenditures and review/evaluate family engagment. **Staff Responsible for Monitoring:** Federal Programs Service Coordinator **Problem Statements:** Demographics 1 - District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Travel for parents (meals, registration, hotel) - Title I Part A: Parent Involvement - 211-61-6299 - $1,500, Travel for CSCISD Federal Programs Service Coordinator (meals, registration, hotel) - Title I Part A: Parent Involvement - 211-61-6299 - $1,500, Light Meal for District Parent Meeting - LCFF - Base - $500				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16: Each campus will be assigned a campus police officer. **Strategy's Expected Result/Impact:** Campus police officers will follow all rule and regulations related to working in a school setting. **Staff Responsible for Monitoring:** District Chief of Police Executive Director of Safety and Security				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17: By July of 2024, the school safety and security grant along with local funds will allow for all campuses to have a safe and secure learning for all students by purchasing items as per grant requirements. **Strategy's Expected Result/Impact:** 100% of grant requirements will be purchased by June of 2024. Review/Result will take place at DAT/CAT meetings of grant requirements. Grant extended by TEA. **Staff Responsible for Monitoring:** Executive Director of Student Services. Executive Director of Finance Chief of Police Technology Director Transportation and Maintenance Director. **Problem Statements:** District Context and Organization 1 **Funding Sources:** Door-locking system, bullet proof glass, security sytems that monitor and record school entrances, exits and hallways - School Safety and Security Grant - $200,000, - LCFF - Base - $3,000				

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 18: By July of 2024, the CSCISD will implement digital surveys for the following: Beginning of Year, (BOY), Middle of Year (MOY), and End of Year (EOY) student, parent ,and teacher compacts Parent and Family Engagement Family Night Events will be held at their respective campus. **Strategy's Expected Result/Impact:** 100% of surveys for Parent and Family Engagement events will be digital. **Staff Responsible for Monitoring:** Federal Programs Service Coordinator **Problem Statements:** District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Ipads, cart(s), screen protectors, and IPAD covers - Title I Part A: Parent Involvement - $15,000, IPAD Pro, screen protector, and case - Title I Part A: Parent Involvement - 211-61 - $1,400				

Strategy 19 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 19: Elementary teachers will receive training and utilize Quaver SEL curriculum to provide social emotional learning lessons each week for students in PK-5 **Strategy's Expected Result/Impact:** By May 2023 teachers will include a social-emotional lesson each week with their students, and it will be reflected in their lesson plan **Staff Responsible for Monitoring:** Principals Elementary Counselors C & I Director **Funding Sources:** - General Fund - $4,000				

Strategy 20 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 20: Secondary teachers will receive training and utilize Purpose Prep SEL component of Edgenuity online curriculum to provide social emotional learning lessons each week for grades 6-12. **Strategy's Expected Result/Impact:** By May 2023, teachers will include a social-emotional lesson each week with their students, and it will be reflected in their lesson plan **Staff Responsible for Monitoring:** Principals Counselors (6th-12th) C & I Director **Funding Sources:** Edgenuity- Purpose Prep (6th-12th) - General Fund - $10,000				

Strategy 21 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 21: All (4 for each campus) Parent and Family Engagement events will be offered through multiple media platforms at the same time ,to include but not limited to Zoom and on the CSCISD Parent and Family Engagement Facebook Group. - to upgrade or design a district family engagment room for all parents to provide different types of training for our parents.. **Strategy's Expected Result/Impact:** By June 2024, Parent and Family Engagement events will be presented to parents face-to-face, with a 10% increase. Family engagement room will be completed by July to start offering training in August of 23 with an expected baseline increase of 3%. **Staff Responsible for Monitoring:** CSE Campus Administrator Federal Programs Service Coordinator **Problem Statements:** District Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Supplies for family engagement to include technology - Title I Part A Allocation - $25,000				

Strategy 22 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22: From September 1, 2022, to June 1, 2023, each campus in the district will have access to a district at-risk counselor who will work with identified at-risk students 1 to 2 times per week (minimum (475 minutes per week). **Strategy's Expected Result/Impact:** By June of 2023, the at-risk counselor will positively impact the 20 at-risk students who are at risk of dropping out of school, assigned to her at each campus each quarter for the 22-23 school year by keeping documentation on number or percentage of meetings?. **Staff Responsible for Monitoring:** Campus Principals **Funding Sources:** - State Compensatory Education				

Strategy 23 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 23: Obtain and utilize a research-based a social & emotional learning curricula and professional learning service that will positively impact student belonging, engagement and well-being and result in student academic achievement. **Strategy's Expected Result/Impact:** By June 2023, there will be a 25% decrease in the number of SEL visits to the counselors **Staff Responsible for Monitoring:** Campus Administrator (High School) Campus Counselors Curriculum Director **Funding Sources:** SEL Programs - Title V - $12,000				

Strategy 24 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 24: By June of 2024 , there will be a 5% increase in parent attendance for trainings and conferences. **Strategy's Expected Result/Impact:** A 5% increase in attendance for trainings and conferences Parents will present learned information at DPAC meetings Review of agenda , minuets and sign in sheets. **Staff Responsible for Monitoring:** Federal Programs director **Problem Statements:** District Culture and Climate 2 - Parent and Community Engagement 1				

Strategy 25 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 25: Students (grades 3-12th) will participate in a student fitness program, and be evaluated on their performance. **Strategy's Expected Result/Impact:** By June of 2024 - 100% of 3rd - 12th grade students will participate in the Fitness Gram, review of student academic performance, attendance rates. SHAC Committee will review results at the end of the year. **Staff Responsible for Monitoring:** Campus Administrator PE Teacher Athletic Director **Problem Statements:** Student Achievement 3	N/A			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the districts sub popluations have not met the academic acheivement for the meets level in closing the gaps. **Root Cause**: Lack of the district's coordination to provide prescriptive interventions.

Student Achievement

Problem Statement 2: The district's overall reading scores show that 57% are below grade level. **Root Cause**: Lack of the district's coordinated effort to understand the science of reading.

Problem Statement 3: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps. **Root Cause**: Lack of the district's coordination to provide prescriptive interventions.

District Culture and Climate

Problem Statement 2: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause**: We must determine a better way of encouraging all parents to become more involved

Parent and Community Engagement

Problem Statement 1: Parent and community engagement is strong, but only among a certain group of individuals we could improve our efforts to recruit more parent involvement. **Root Cause**: We must determine a better way of encouraging all parents to become more involved

District Context and Organization

Problem Statement 1: CSCISD is committed to ensure safety and security of all students, parents, and staff. **Root Cause**: Due to lack of local funding, grants will be submitted and requests will be made to increase safety and security for our district.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	24	Provide summer school/extended year for all district students not meeting standards set by district to assist students in closing the gaps for identified at risk students - allow for teacher planning (review of data) of all students attending summer school.
1	1	41	CSCISD will adopt K-3 phonics curriculum that uses systematic direct instruction, incorporates the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $1,240,646.00
Total FTEs Funded by SCE: 23.1
Brief Description of SCE Services and/or Programs

SCE Provides personnel at each campus, from para-professional to intervention teachers, Math Lab Teachers, Credit Recovery and DAEP/School Of Choice at the Wildcat Academy. Extra duty pay for Extended day is funded as well as transportation. Intervention teachers utilize programs for their at-risk identified students.

Personnel for District Improvement Plan

Name	Position	FTE
AC	PK Aide	0.1
BGARZA	CSI INT PARA	1
CSALINAS	INTERVENTIONIST	1
DHERNANDEZ	DAEP/OC	1
DMUNOZ	K/1ST INTERVENTIONIST	1
DORTIZ	para-professional - CSI intervention	1
DRUIZ	para-professional	1
ISCHELL	PARA-INTERVENTION	1
JBETANCOURT	DAEP TEACHER	1
JCRUZ	PK TEACHER	0.5
JHAWKINS	SOC	1
JRH	School of Choice	1
lcontreras	para-professional 2nd grade	1
MCRUZ	para-professional CSI Intervention	1
MECASTRO	PK AIDE	1
MGONZALEZ	CSE PARA	1
MVILLARREAL	CSE PARA	1
OCENICEROS	PARA-DAEP	1

Name	Position	FTE
PRODRIGUEZ	para-professional 1ST grade	1
PV	3rd Grade Aide	1
RESCAMILLA	CREDIT RECOVERY PARA	1
ROROZCO	HS PARA	1
SJ MARTINEZ	PK TEACHER	1
Sylvia Perez Hiltz	Reading Plus Lab	1
VRUBALCAVA	PK TEACHER	0.5

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

CAT teams meet four times per year at each campus to review CIP and make needed adjustments.

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

CIP is posted on the district website on the required postings link.

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

At rish counselor is needed to help service at-risk population at each campus.

Title I Personnel

Name	Position	Program	FTE
Dorie Costilla	Math Lab	Title I	1
EGONZALEZ	Instructional Officer	Title I	1
Evelyn Castro	Federal Programs Service Coordinator	Title I	1
Jody Bullard	Math Lab	Title I	1
Kayla Hernandez	Math Lab	Title I	a
MAYALA	Instructional Officer	Title I	1
MMENDIOLA	JH MATH LAB	TITLE 1	1
NGALAN	FP SEC	Title 1	1
RVELASQUEZ	Instructional Officer	Title I	1
SCURIEGAS	FP DIRECTOR	TITLE 1	.50
Shari John	Math Lab	Title I	1
SJHERRERA	MATH LAB	TITLE I	1
VACANT	INT TEACHER - CSI	TITLE 1	1

2020-2021 Social Emotional Learning Committee

Committee Role	Name	Position
District-level Professional	Maria Villarreal	C & I Director
Non-classroom Professional	Anna Morones	Counselor-CSE
Non-classroom Professional	Roxanne Miranda	Counselor-HS
Non-classroom Professional	Melissa Garza	Counselor-JH
Non-classroom Professional	JoAnn Sosa	Counselor-CSE
Non-classroom Professional	Alicia DeLeon	Counselor-CSI
Non-classroom Professional	Nydia Rodriguez	Counselor-HS
Non-classroom Professional	Ashton Ponce	CCMR Coordinator
Non-classroom Professional	krystal Zamora	RSSP Data Fellow
Administrator	Michelle Gonzalez	HS principal
Administrator	Oralia Paulino	JH principal
Administrator	Monique Gonzalez	CSI principal
Administrator	Veronica Garcia	CSE principal
District-level Professional	Angelica Doak	SpEd Director
District-level Professional	SOFIA MORONES	HR Exec. Director
District-level Professional	Marco Mendez	Technology Director
Chief of Police-Carrizo Springs CISD	Hugo Garza	Chief of Police - District

District Family Engagment Committee

Committee Role	Name	Position
Administrator	Sandra Uriegas	Federal Programs Director
District-level Professional	Evelyn Castro	Federal Programs Service Coordinator
Administrator	Angelica Doak	Special Ed Director
Administrator	Elisa Martinez	CSI Assistant Principal
Administrator	Michelle Gonzalez	HS Principal
Administrator	Monique Gonzalez	CSI Principal
Administrator	Veronica Garcia	CSE Principal
Administrator	Oralia Paulino	JH Principal
Parent	Jessica Panalez	Parent
Parent	Angie Muzquiz	Parent
Parent	Margarita Rodriguez	Parent
Parent	Monique Lira	Parent
Parent	Josie Chapman	Parent
Parent	Odulia Ortiz	Parent
Parent	Elena Sulaica	Parent
Parent	Joanna Costilla	Parent
Parent	Bettina Diaz	Parent
Parent	Angie Rios	Parent
Parent	Joann Ortiz	Teacher
Paraprofessional	Debbie Ortiz	Para-professional
Parent	Maria Elena Briseno	Parent
Classroom Teacher	Elizabeth Gonzalez	Teacher
Classroom Teacher	Marisol Cardenas	Teacher
Community Representative	Michael Uriegas	Community Rep
Parent	Vicky Keen	parent
Parent	Dulce Garcia	parent
Parent	Ana Diaz	parent

Committee Role	Name	Position
Parent	Corina Puente	parent
Community Representative	Lora Sartuche	community member
Community Representative	Ruth Ceniseros	Violence Prevention Coordinator DCSO
Community Representative	Lucie Gonzalez	head start representative
Community Representative	Roy Ortiz	Housing authority representative
Community Representative	Nichole Cody	Belong foster care coordinator
Community Representative	Minerva Bernal	Adult Education
Administrator	Juan Vela	Nutrition coordinator CSCISD
Administrator	Alejandro Orosco	Transportation director
Classroom Teacher	Ashton Ponce	CTE
Classroom Teacher	Gonzalez Pricilla	CTE
Community Representative	Sylvia Barrera	community member
Parent	Ysenia Alfaro	parent SPED
Parent	Rose Anna Garcia	SPED Parent
Parent	Assalia Garcia	SPED Parent
Parent	Amanda Santos	SPED Parent

District Advisory Team

Committee Role	Name	Position
District-level Professional	Maria Villarreal	Executive Director for Curriculum and Instruction
Classroom Teacher	Shari John	Math Teacher JH-GLC
Classroom Teacher	Jody Bullard	Math Teacher-JH
Classroom Teacher	Dalia Barrera	Teacher-CSE
Non-classroom Professional	Dr. Roxanne Miranda	Counselor-HS
District-level Professional	Sofia Morones	Executive Director of Human Resources
Classroom Teacher	Twighla Tollett	Teacher - CSE
Administrator	Monique Gonzalez	Campus Principal - CSI
Administrator	Joey Cantu	Assistant Principal - CSJH
Administrator	Veronica Garcia	Elementary Principal
Classroom Teacher	Evelyn Martinez	Teacher- CSI
Classroom Teacher	Richard Gatica	Teacher-CSI (Emergent Bilingual)
Classroom Teacher	Tony Sanchez	Teacher- HS
Classroom Teacher	Rosalinda Betancourt	Teacher- HS
Parent	Marcela Meadows	Parent
Community Representative	Odulia Ortiz	Parent

District Funding Summary

CTE (Local)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	47	Career Fairs - CSE/CSI/JH/HS		$600.00
1	1	47	Travel - Campus and District		$7,000.00
1	1	47	Career Center		$500.00
				Sub-Total	$8,100.00

General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11	Showcase, supplies, awards		$6,100.00
1	1	52	Travel/ Registration - all campuses		$4,000.00
1	1	53	ESC20 commitment contract		$15,000.00
1	1	54	Online Curriculum		$40,000.00
1	1	63			$0.00
3	1	13	Activities on Bullying Prevention		$0.00
3	1	14	Character Education Program		$0.00
3	1	19			$4,000.00
3	1	20	Edgenuity- Purpose Prep (6th-12th)		$10,000.00
				Sub-Total	$79,100.00

LCFF - Base					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	15	Light Meal for District Parent Meeting		$500.00
3	1	17			$3,000.00
				Sub-Total	$3,500.00

LCFF - Supplemental					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	27	Personnel Salaries		$0.00
				Sub-Total	$0.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13	Personnel		$85,000.00
1	1	14	Salaries - Wildcat Academy		$151,616.00
1	1	14	Substitutes		$7,000.00
1	1	16	Paraprofessionals, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay		$350,000.00
1	1	16	Instructional Supplies - intervenionist		$15,000.00
1	1	24	Instructional Supplies		$10,000.00
1	1	24	Personnel (new summer school rate)		$30,000.00
1	1	25	Salaries		$30,000.00
1	1	64			$21,000.00
3	1	6	Supplemental Pay		$4,000.00
3	1	6	Travel		$1,000.00
				Sub-Total	$704,616.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	15	Federal Programs Directors Conference/Training		$6,000.00
1	1	17	IO - MV campus liaison		$203,000.00
1	1	23	Sharon Wells		$45,000.00
1	1	23	Pearlized Math		$20,000.00
1	1	24	Enrichment Supplies		$10,000.00
1	1	26	Travel & Planning time		$25,000.00
1	1	58			$7,000.00
1	1	59			$0.00
				Sub-Total	$316,000.00

Title I Part A Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Travel- Instructional Officers (TCEA,CAMT,CAST,ESC 20, TEKSCON,CEC)		$37,000.00
1	1	5	Salaries		$232,000.00
1	1	12	Sharon Wells		$32,100.00
1	1	12	Sharon Wells - Travel		$9,276.00

Title I Part A Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12	Pearlized Math		$18,200.00
1	1	15	Software - Title I Crates/Plan 4Learning/spanish translation (806 Technologies)		$7,850.00
1	1	15	Needs assessment committee meetings		$6,000.00
1	1	16	CSI Interventionist		$55,000.00
1	1	16	Region 20 PD		$3,600.00
1	1	16	Sustitutes		$30,000.00
1	1	16	Title I Teachers		$250,000.00
1	1	17	Travel		$0.00
1	1	17	Professional Development		$0.00
1	1	17	Salaries - tutoring/transportation		$10,000.00
1	1	18	Mentor Program contract		$16,000.00
1	1	21	Instructional Officers Salary		$150,000.00
1	1	24	Teacher Planning - for last day of ss to provide documentation needed		$1,000.00
1	1	24	Personnel (new summer school rate)		$450,000.00
1	1	35	Title I (salaries)		$165,000.00
1	1	50	travel - federal programs/campus admin/summit leadership		$20,000.00
1	1	56	806 Technologies conference and training		$4,500.00
1	1	56	Travel/registration/Leadership Summit(include mileage) conference for campus admins and directors		$23,000.00
1	1	56	Mileage included in all Travel/registration Federal Programs Director/Family Engagement/ to include new FP secretary - will need to receive training in all aspects of both state and federals programs. Liaisons(s)		$10,000.00
3	1	9	Travel		$5,000.00
3	1	10	* transportation *tutoring *College Readiness. *monitor attendance * school supplies. *College fees *TSI test fees (TEXSHIP funds)		$9,000.00
3	1	12	Family engagement room - furniture/technology devices		$75,000.00
3	1	21	Supplies for family engagement to include technology		$25,000.00
				Sub-Total	$1,644,526.00

Title I Part A: Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	8	flyers/notes home		$5,000.00

Title I Part A: Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	8	Newspaper		$1,000.00
3	1	8	TransAct		$4,572.00
3	1	9	books and supplies		$4,000.00
3	1	9	para-professionals (Childcare & transportation)		$3,000.00
3	1	9	personnel salaries		$55,000.00
3	1	9	newspaper announcements for the school-parent compact, the parental involvement policies, and upcoming events for parent and family enagement.		$2,500.00
3	1	11	assist parents with opportunities to learn hands-on activities that can help their children learn at home		$3,000.00
3	1	11	book author		$2,000.00
3	1	11	professional employee salaries		$5,000.00
3	1	11	supplies		$250.00
3	1	11	attraction		$500.00
3	1	12	supplies		$3,000.00
3	1	12	training		$27,000.00
3	1	12	travel to campus visits		$1,500.00
3	1	15	Travel for parents (meals, registration, hotel)	211-61-6299	$1,500.00
3	1	15	Travel for CSCISD Federal Programs Service Coordinator (meals, registration, hotel)	211-61-6299	$1,500.00
3	1	18	Ipads, cart(s), screen protectors, and IPAD covers		$15,000.00
3	1	18	IPAD Pro, screen protector, and case	211-61	$1,400.00
				Sub-Total	$136,722.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	13	substitutes		$6,000.00
1	1	15	ACET Conference		$6,000.00
1	1	16	Travel - CSE Interventionist & CSI interventionist		$12,000.00
1	1	16	Substitute pay		$19,000.00
1	1	56	ACET Conference -(include mileage) - family engagement/at-risk counselor and FP director and New hire (FP secretary		$6,000.00
1	1	56	Supplies/resources		$8,000.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	22			$0.00
				Sub-Total	$57,000.00

Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	29	LAS testing materials		$2,000.00
1	1	32	Title III		$0.00
1	1	33	Bilingual Education Allotment		$1,000.00
1	1	34	Bilingual Ed. Allotment		$3,300.00
1	1	36	ESC 20 Training		$0.00
1	1	43	$4000 bilingual headsets; $600-Summer bilingual program; $800 per teacher-HS; $350 per teacher-JH; $200 per teacher-CSI; $240 per teacher-CSE (bilingual certified teachers only)		$9,300.00
				Sub-Total	$15,600.00

Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	30	Building Rental Fees		$250.00
1	1	30	Supplies and Materials - all campuses		$12,100.00
1	1	30	Refreshments/Snacks (showcase)		$600.00
1	1	31	GT Training		$0.00
				Sub-Total	$12,950.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Technology		$42,000.00
1	1	9	Reading By Design resources	199	$20,000.00
1	1	9	Travel, Training	1991	$4,000.00
1	1	9	Miscellaneous Operating Costs	199	$2,000.00
1	1	10	IXL and Learning A-Z	199	$7,156.00
1	1	37	ESC training schedule for administrators		$2,000.00
1	1	38	Paid Subscription for Licenses for See Saw		$3,300.00
1	1	39	TEKS Implementation Guides		$1,500.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	40	Region 20 ESC schedule of training dates		$20,000.00
1	1	41	Phonics Curriculum-Saxon Phonics		$25,000.00
1	1	42	Eduphoria Renewal $400 per campus (Lead4ward)		$1,600.00
1	1	42	Lead4ward $400 per campus		$1,600.00
1	1	42	Anti-Virus		$21,000.00
1	1	42	Microsoft		$18,500.00
1	1	42	See Saw for Schools		$3,300.00
1	1	42	Google suite for classrooms (district wide)		$7,200.00
1	1	42	Website Renewal		$8,000.00
1	1	42	Edgenuity Renewal 6-12 (Intermediate $5000, JH $20000, HS $30000)		$50,000.00
1	1	42	Content Filter		$13,046.00
1	1	42	Funds for Learning E-Rate Manager		$600.00
1	1	42	Testhound Renewals		$6,000.00
1	1	42	SchoolMessenger		$5,239.00
1	1	46	$5500 per campus		$22,000.00
1	1	48	CPI Trainers manual, recipients' manuals	199	$2,675.00
1	1	57	Success ED program	199	$11,360.00
1	1	62	Special Olympics attire, meals	199	$6,000.00
2	1	4	Nutrilink		$2,000.00
2	1	5	Office management equipment and supplies for SPED Dept & campuses	199	$6,000.00
2	1	6	OT & PT evaluations and re-evaluations	199	$75,000.00
2	1	6	LSSP evaluations & re-evaluation	199	$48,000.00
2	1	7		199	$50,000.00
2	1	8	MOU agreement, travel	199	$70,000.00
2	1	9	Ads, fliers	199	$800.00
2	1	10	Medicaid eligibility	199	$5,000.00
3	1	9	food	199-61	$1,500.00
3	1	11	Food	199-61	$500.00
3	1	12	snacks		$200.00
				Sub-Total	$564,076.00

Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Travel- Instructional Officers (TTESS Appraiser Certification Training)		$4,000.00
1	1	56	Professional Development- Title I training for Campus Admin, Finance/Federal, Curr and Sped Director Directors		$11,923.00
				Sub-Total	$15,923.00

Title V					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	60	Title V - for all campuses (supplies/resources/programs)		$0.00
3	1	9	Supplies/resources for family engagment events		$2,000.00
3	1	23	SEL Programs		$12,000.00
				Sub-Total	$14,000.00

School Safety and Security Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	17	Door-locking system, bullet proof glass, security sytems that monitor and record school entrances, exits and hallways		$200,000.00
				Sub-Total	$200,000.00

TECHY Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	10	*travel/conferences		$12,000.00
				Sub-Total	$12,000.00

ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Renaissance Suite		$167,000.00
1	1	44	TCLAS Grant - Technology Devices		$15,000.00
1	1	44	TCLAS Grant - Analytics Dashboard		$21,000.00
				Sub-Total	$203,000.00

ARP Homeless Grant II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17	ARP Homeless grant - clothing, supplies and hygiene items, food		$42,000.00
3	1	10	Clothing, School Supplies, Hygiene Items		$21,378.00
				Sub-Total	$63,378.00

TEHCY					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	15	McKinney Vento Conferences/workshops		$5,000.00
1	1	17	TEHCY - supplies/travel required conferences		$9,000.00
				Sub-Total	$14,000.00

ARP Homeless Grant I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	10	Supplies as per allowable(s) for ARP Homeless Grant I		$0.00
				Sub-Total	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Coordinated Health Program	Sandra Uriegas	10/30/2023	Sandra Uriegas	11/29/2023
Student Welfare: Discipline/Conflict/Violence Management	Sandra Uriegas	8/15/2023	Sandra Uriegas	11/29/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Jayson Salazar		Sandra Uriegas	11/29/2023

Addendums

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
    d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, ostracism, or any related actions.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, unwarranted grade reductions, or any related actions. Unlawful retaliation does not include petty slights, annoyances, or any related actions.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying

shall immediately, or by the end of the school day, notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying but no more than 20 days. If there are extenuating circumstances, the principal or designee may request an extension in order to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

HB 3 and Me
Carrizo Springs CISD Early Childhood /CCMR Goals

EDUCATION SERVICE CENTER, REGION 20

Serving the Educational Community

- Approved by CSCISD School Board: 02/15/2022

ESC 20 Serving the Educational Community

Why This Matters

- In keeping alignment with the state's 60x30TX goal, the School Finance Commission recommended establishing a preK through 12th grade goal of at least 60 percent proficiency at TEA's "Meets" standard at two key "checkpoints" along the state's public preK through 12th grade educational continuum:

  - Sixty percent of all students meeting the state's "Meets" standard at third-grade reading.
  - Sixty percent of all high school seniors graduating without the need for remediation and achieving (1) an industry-accepted certificate aligned with a living wage job; or (2) enrolling in post-secondary education' or (3) enrolling in the military.

HB3 Overview

HB3 Board Goals Requirements

School boards are required to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. All plans are required to include:

- *at least one assigned district-level administrator to submit an annual report to the board on the district's progress;*
- *an annual review by the board at a public meeting;*
- *an annual report posted on district and campus websites; and*
- *specific, quantifiable, annual goals for five years at each campus.*

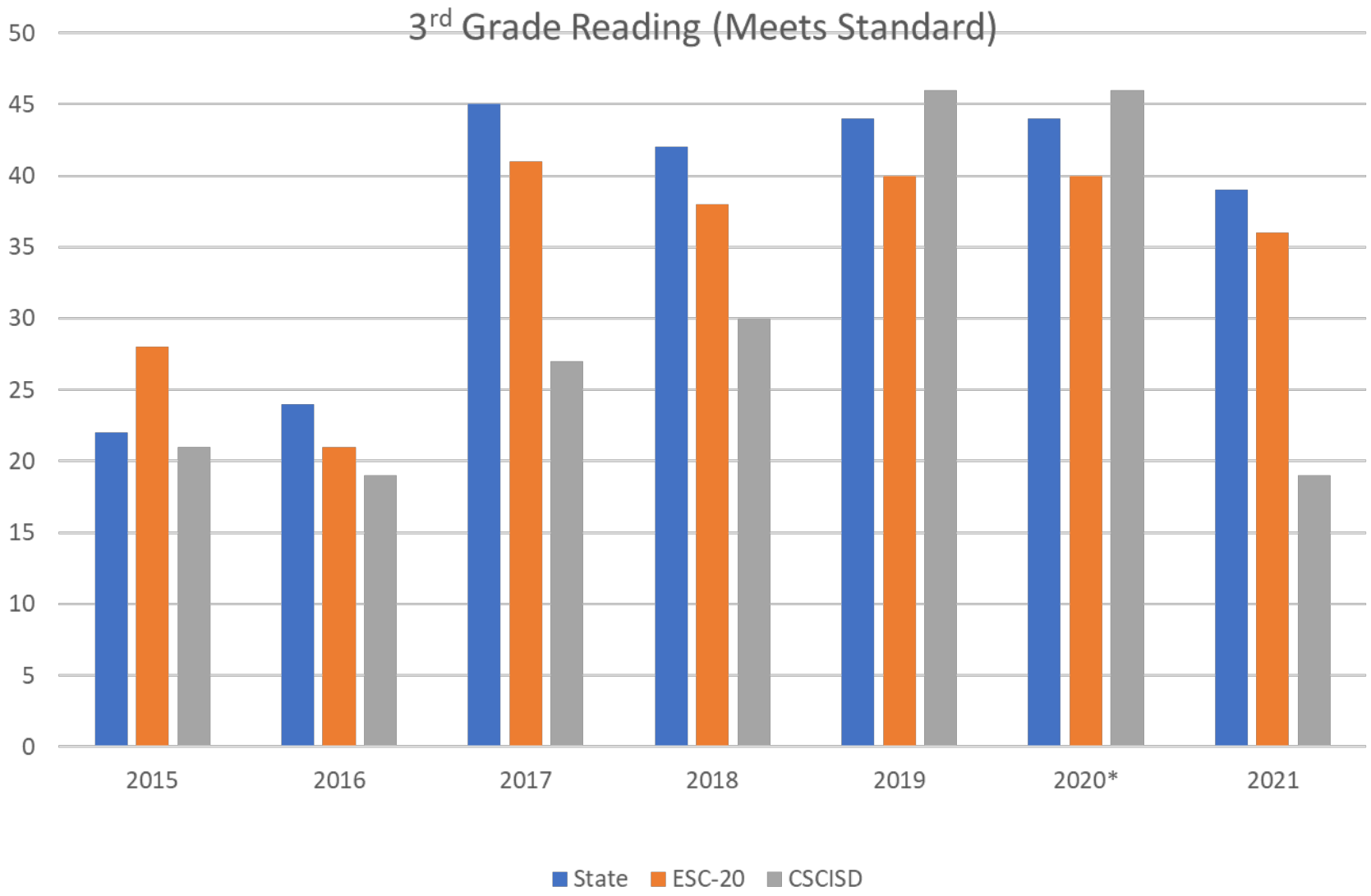
Early childhood plans are required to include:

- *annual goals for aggregate student growth on 3rd grade math and reading STAAR;*
- *annual targets for students in each group evaluated under closing the gaps domain;*
- *targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs.*
- *annual targets that may be set for students in bilingual or ESL programs.*

College, career, and military readiness plans are required to include:

- *annual goals for aggregate student growth on CCMR readiness indicators evaluated under the student achievement domain; and*
- *annual targets for students in each group evaluated under closing the gaps domain.*

Carrizo Spring CISD 2015-2021 STAAR Reading Performance



Carrizo Springs CISD 2015-2021 STAAR Reading Performance

	Grade 3 Reading (Meets Grade Level)						
	2015	2016	2017	2018	18-2019	19-20*	2020-21
State (All Students)	22	24	45	42	45	45	39
ESC-20 (All Students)	28	21	41	38	42	42	36
CSCISD (All Students)	21	19	27	30	46	46	19

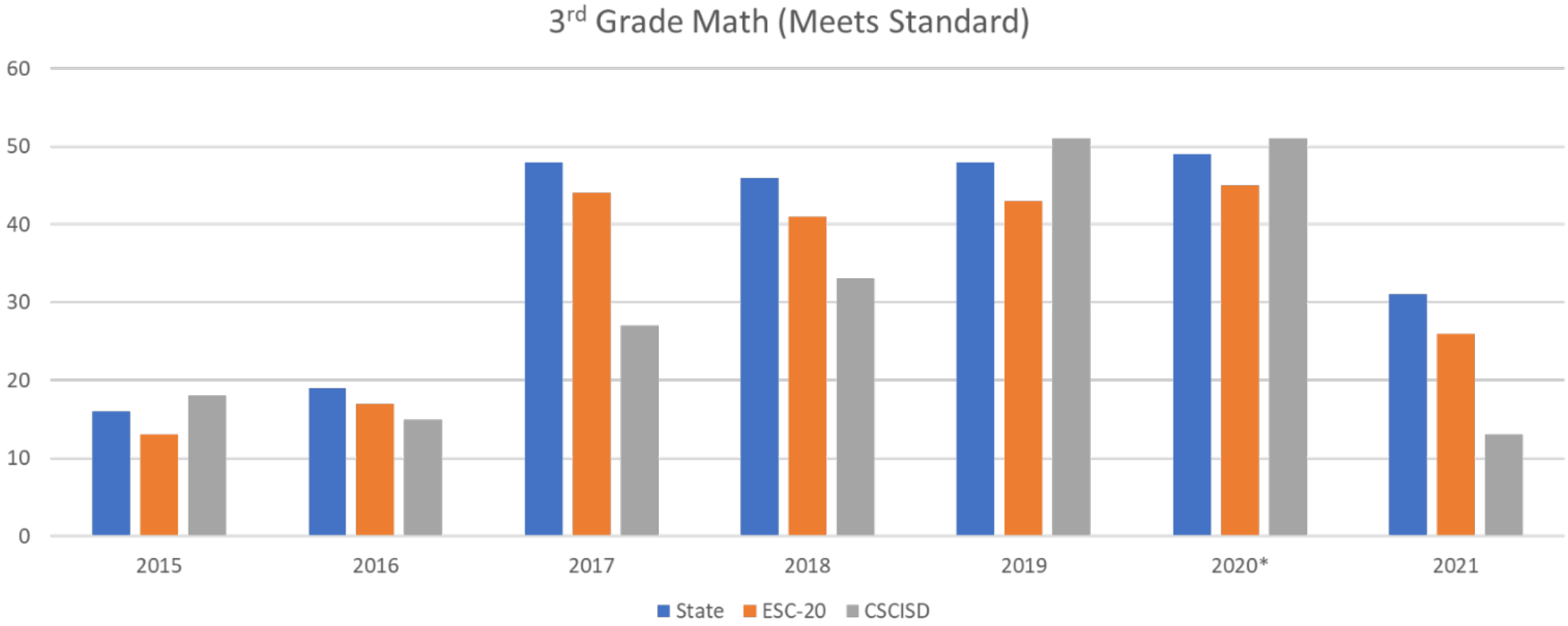
Carrizo Springs CISD 2020-2024 Grade 3 STAAR Reading Goals

	Grade 3 Reading (Meets Grade Level)				
	2020	2021	2022	2023	2024
State (All Students) ***2030 Goal is 60%***	50	39	54	56	58
ESC-20 (All Students) ***2030 Goal is 60%***	45	36	49	51	53
CSCISD ***2030 Goal is 60%***	46	20	30	35	40

Reading 2020-2024 Yearly Targets

		Yearly Target Goals				
Grade	Instrument	2020	2021	2022	2023	2024
PK	CIRCLE	57%	60%	63%	66%	69%
K	TX-KEA	62%	65%	68%	71%	74%
1st	TPRI	44%	47%	50%	53%	56%
2nd	TPRI	44%	47%	50%	53%	56%

Carrizo Springs CISD 2015-2021 STAAR Math Performance



Carrizo Springs CISD 2015-2021 STAAR Math Performance

	Grade 3 Math (Meets Grade Level)						
	2015	2016	2017	2018	18-2019	19-20*	20-21
State (All Students)	16	19	48	46	48	49	31
ESC-20 (All Students)	13	17	44	41	43	45	26
CSCISD	18	15	27	33	51	51	13

Carrizo Springs CISD 2020-2024 Grade 3 STAAR Math Goals

	Grade 3 Math (Meets Grade Level)				
	2020	2021	2022	2023	2024
State (All Students) ***2030 Goal is 60%***	50	31	54	56	58
ESC-20 (All Students) ***2030 Goal is 60%***	45	26	49	51	53
CSCISD ***2030 Goal is 60%***	51	20	30	35	40

Math 2020-2024 Yearly Targets

		Yearly Target Goals				
Grade	Instrument	2020	2021	2022	2023	2024
PK	CLI	35%	38%	41%	44%	47%
K	Pearlized Math BM	57%	60%	63%	66%	69%
1st	Pearlized Math BM	53%	56%	50%	53%	56%
2nd	Sharon Wells Math BM	53%	56%	50%	53%	56%

	CCMR in Accountability	CCMR in Outcomes Bonuses
College Ready	Meets Texas Success Initiative (TSI) Criteria or Earns dual course credits or Meets criteria on AP/IB exams or Earns an associate degree or Qualifies for OnRamps course credits	Meets TSI Criteria (college prep courses not applicable) **AND** Enrolls at a postsecondary educational institution immediately following high school or Earns an associate degree
Career Ready	Earns an Industry-based certification (IBC) or Graduates with completed IEP and workforce readiness or Graduates with an advanced degree plan and received special education services or Earns a level I or level II certificate	Meets TSI Criteria (college prep courses not applicable) **AND** Earns an IBC or Earns a level I or level II certificate
Military Ready	Enlists in the U.S. Armed Forces (Not Applicable—Temporarily Suspended)	Enlists in the U.S. Armed Forces (Not Applicable—Temporarily Suspended)

Texas Education Agency | Governance and Accountability | Performance Reporting

Thresholds for CCMR Outcomes Bonus

As part of House Bill 3, the agency shall annually award districts CCMR Outcomes Bonus (CCMR OB) funding, which is based on the number of annual graduates who demonstrate CCMR in excess of a threshold for three cohorts:

- 11% of annual graduates who are **educationally disadvantaged**
- 24% of annual graduates who are **not educationally disadvantaged**
- 0% of annual graduates who are enrolled in a special education program regardless of whether the **annual graduates are educationally disadvantaged**

CCMR Bonus Outcomes

CCMR Bonus Outcomes ***More data to be released in the spring***			
	2018	2019	2020
State (All Students)	TBD	TBD	
ESC-20 (All Students)	TBD	TBD	
CSCISD (All Students)	37/142 (26%) (1 Sp Ed Student met threshold)	56/161 (35%) (1 Sp Ed Student met threshold)	46/146 (32%) (0 Sp Ed Students met threshold)

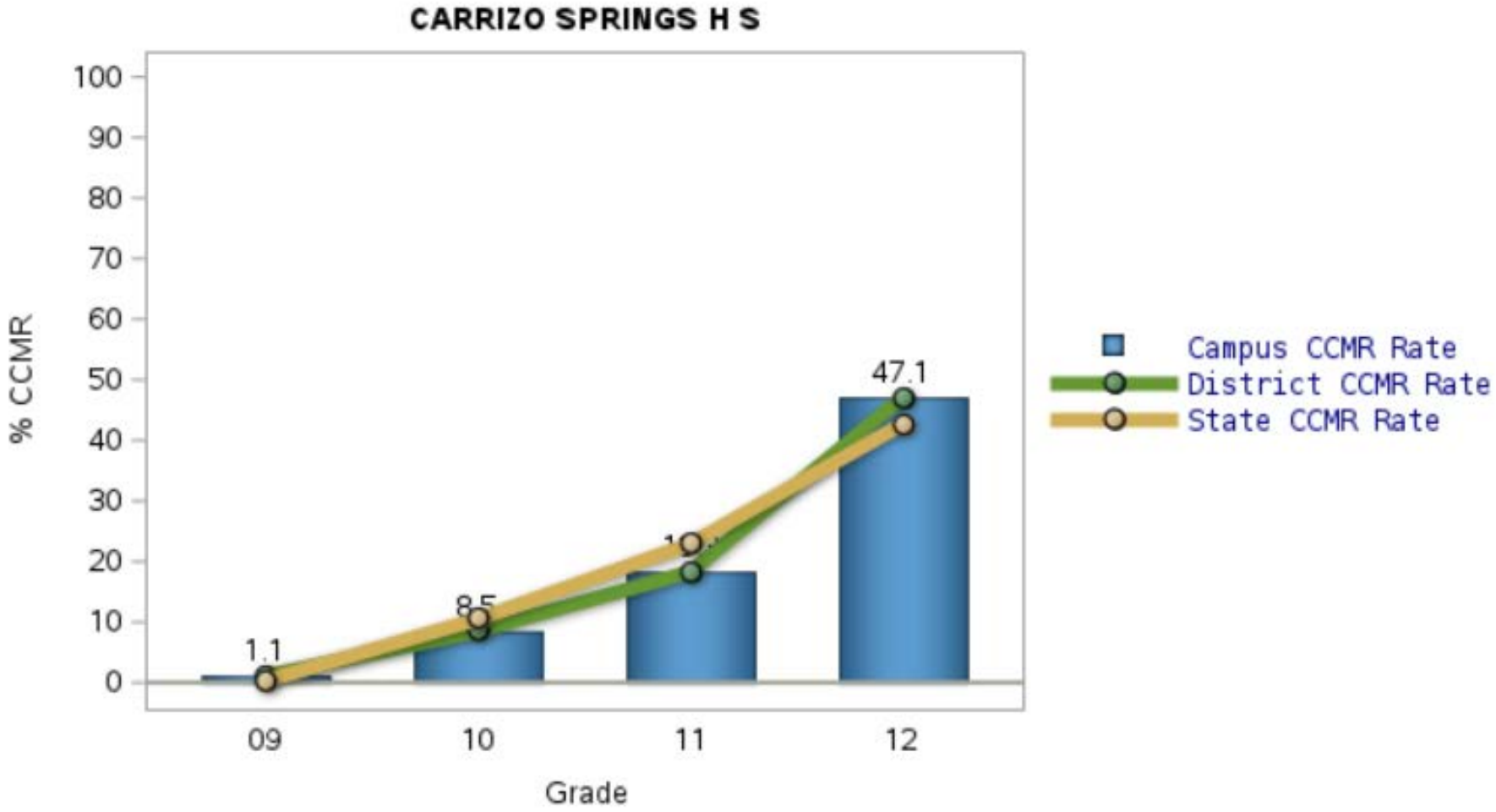
TEXAS EDUCATION AGENCY

Final 2021 College, Career, and Military Readiness Tracker

Grades 9 - 12 as of Fall 2020 Enrollment

June 30, 2021

CARRIZO SPRINGS CISD



CCMR 2020-2024 Yearly Goals and Closing the Gaps Targets

ESC 20 Serving the Educational Community

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 31% to 50% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
39/127 31%	50/143 35% **46/146 32%**	63/157 40 %	83/185 45%	81/161 50%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	NA	118/127 29%	8/127 50%	NA	NA	NA	NA	6/127 0%	88/127 23%	NA	NA	NA	NA
2021	NA	33% 33/137 24%	50% 4/8 50%	NA	NA 1/1 100%	NA	NA	1% 0/9 0%	25% 19/104 18%	NA	NA	NA	NA
2022	NA	40%	50%	NA	NA	NA	NA	1%	30%	NA	NA	NA	NA
2023	NA	45%	50%	NA	NA	NA	NA	2%	35%	NA	NA	NA	NA

Progress Monitoring Calendar

- The HB3 Board Goals/Plan shall be approved by the Board no later than January 31, 2022. However due to the COVID19 Pandemic, adjustments were made to timeline to allow for assessments to be completed.
- School boards must review the progress of each plan at least annually at a public meeting.
- It is recommended that interim update reports contain (1) the goal being monitored, (2) data showing the previous three reporting periods, the current reporting period, and the annual and deadline targets, (3) the superintendent's evaluation of performance, and (4) supporting documentation that evidences the evaluation and describes any needed next steps.

ESC 20
Serving the Educational Community

Thank You.

Carrizo Springs CISD

Texas Academic Performance Report (TAPR) 2020-2021

Board Presentation February 15, 2022 – Maria G. Villarreal

The District received the following

2021 Accountability Rating:
Not Rated: Declared State of Disaster

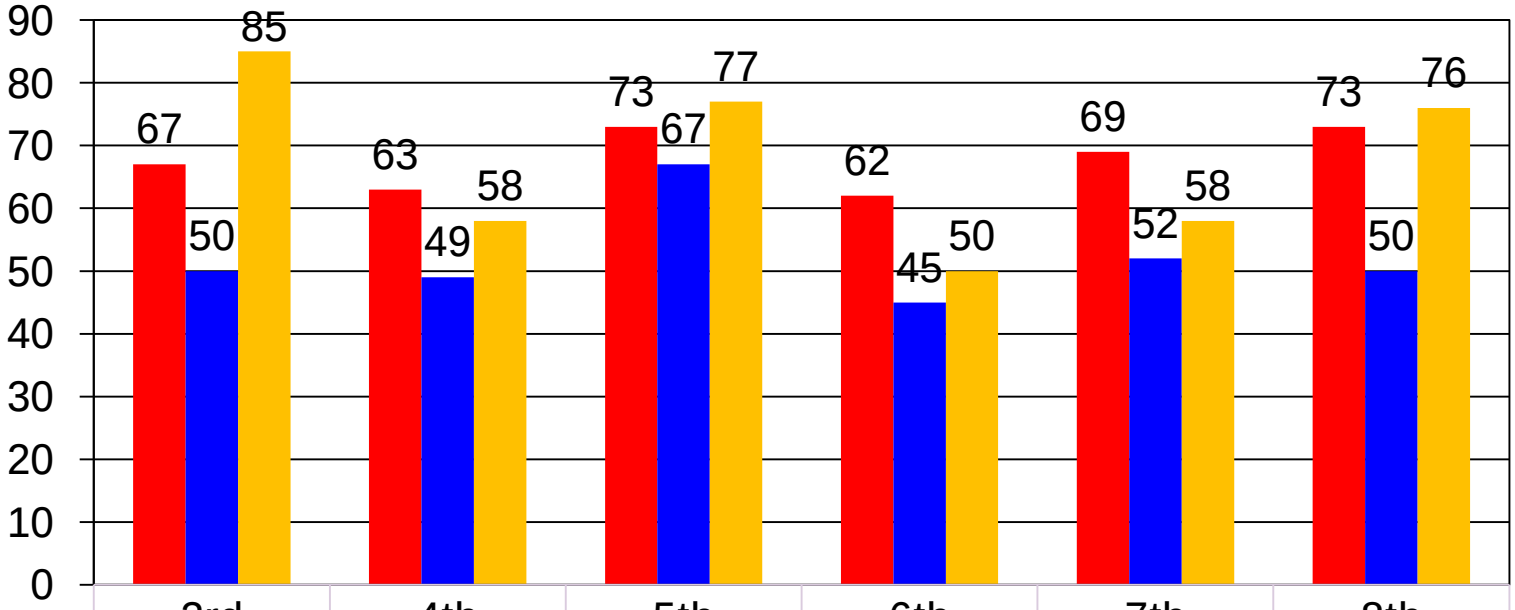
2021 Special Education Determination Status:
Needs Assistance

Resource: Texas Education Agency

2020-2021 Accountability

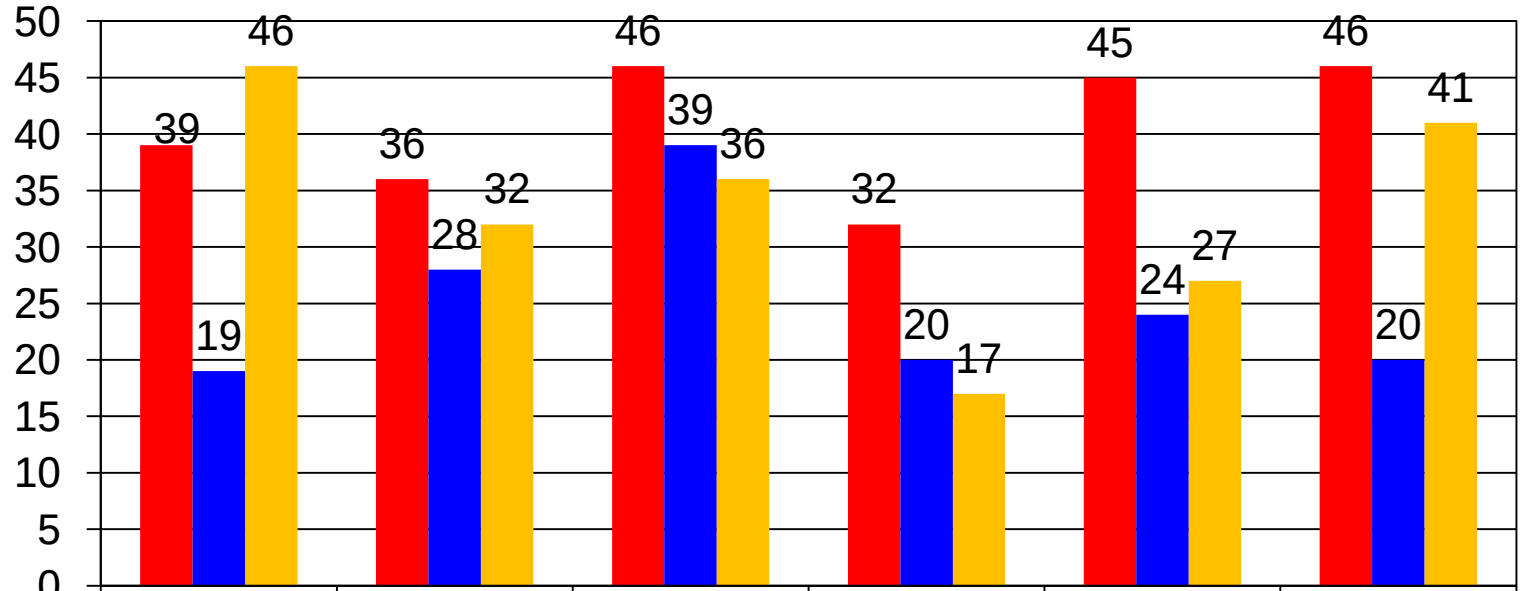
Campus	Accountability
CS High School	Not Rated: Declared State of Disaster
CS Jr. High School	Not Rated: Declared State of Disaster
CS Intermediate School	Not Rated: Declared State of Disaster
CS Elementary School	Not Rated: Declared State of Disaster

STAAR
Reading State scores vs. CSCISD Scores
Approaches Grade Level



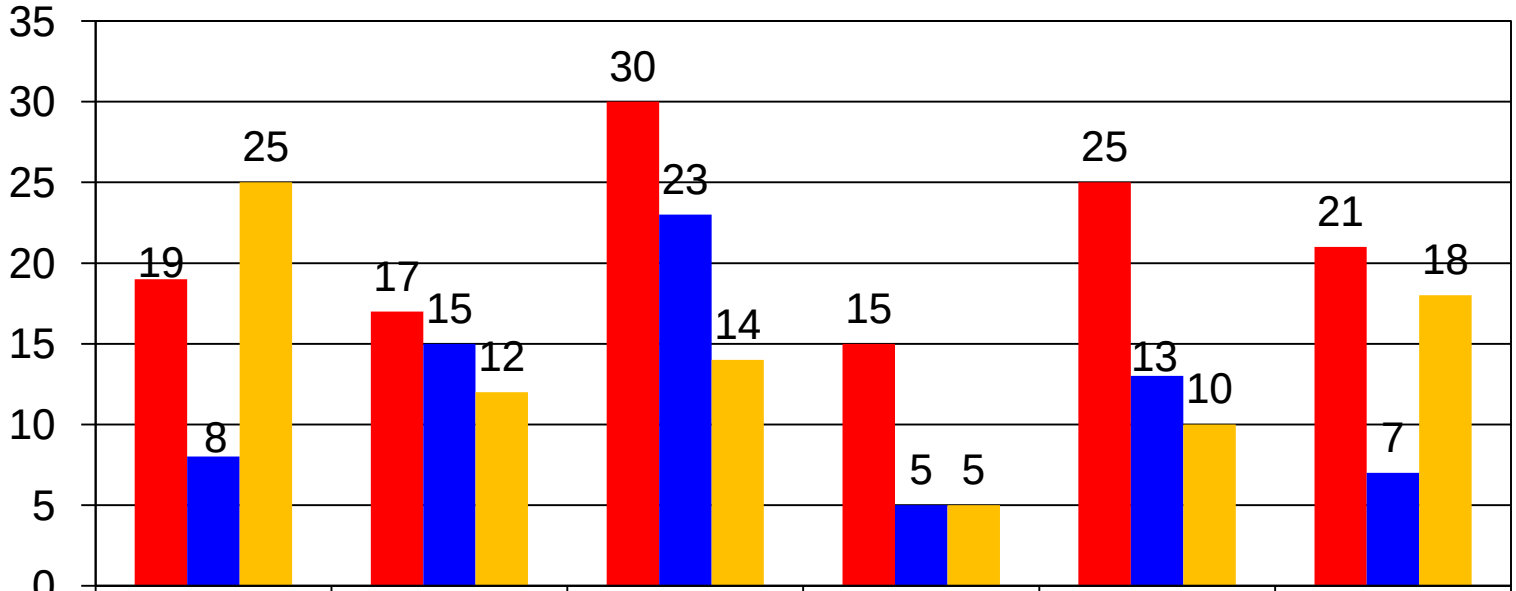
	3rd	4th	5th	6th	7th	8th
State 2021	67	63	73	62	69	73
CSCISD 2021	50	49	67	45	52	50
CSCISD 2019	85	58	77	50	58	76

STAAR
Reading State scores vs. CSCISD Scores
Meets Grade Level



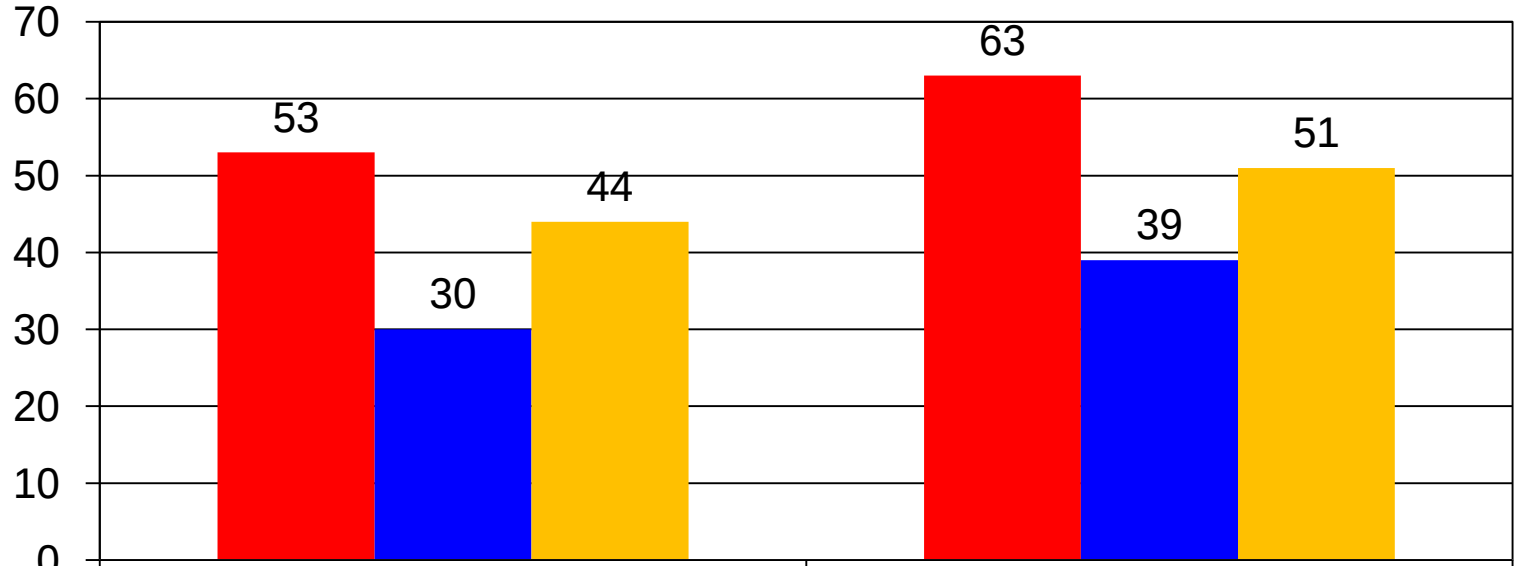
	3rd	4th	5th	6th	7th	8th
State 2021	39	36	46	32	45	46
CSCISD 2021	19	28	39	20	24	20
CSCISD 2019	46	32	36	17	27	41

STAAR
Reading State scores vs. CSCISD Scores
Masters Grade Level



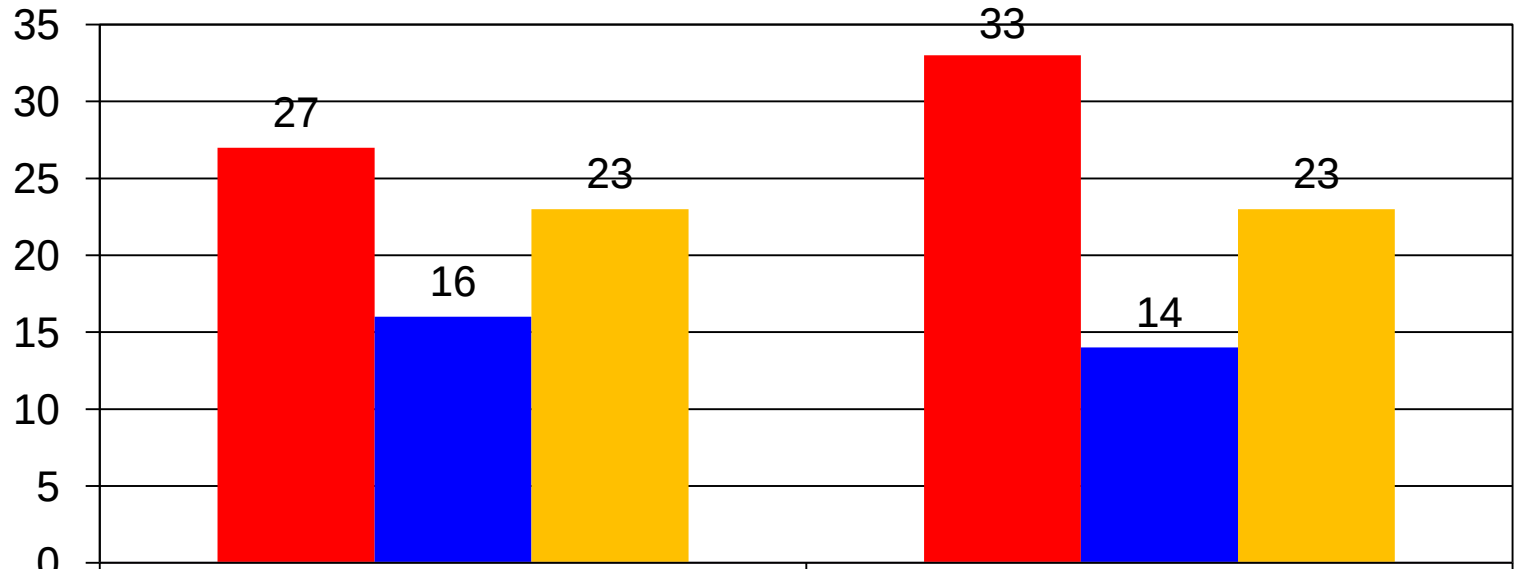
	3rd	4th	5th	6th	7th	8th
State 2021	19	17	30	15	25	21
CSCISD 2021	8	15	23	5	13	7
CSCISD 2019	25	12	14	5	10	18

STAAR
Writing State scores vs. CSCISD scores
Approaches Grade Level



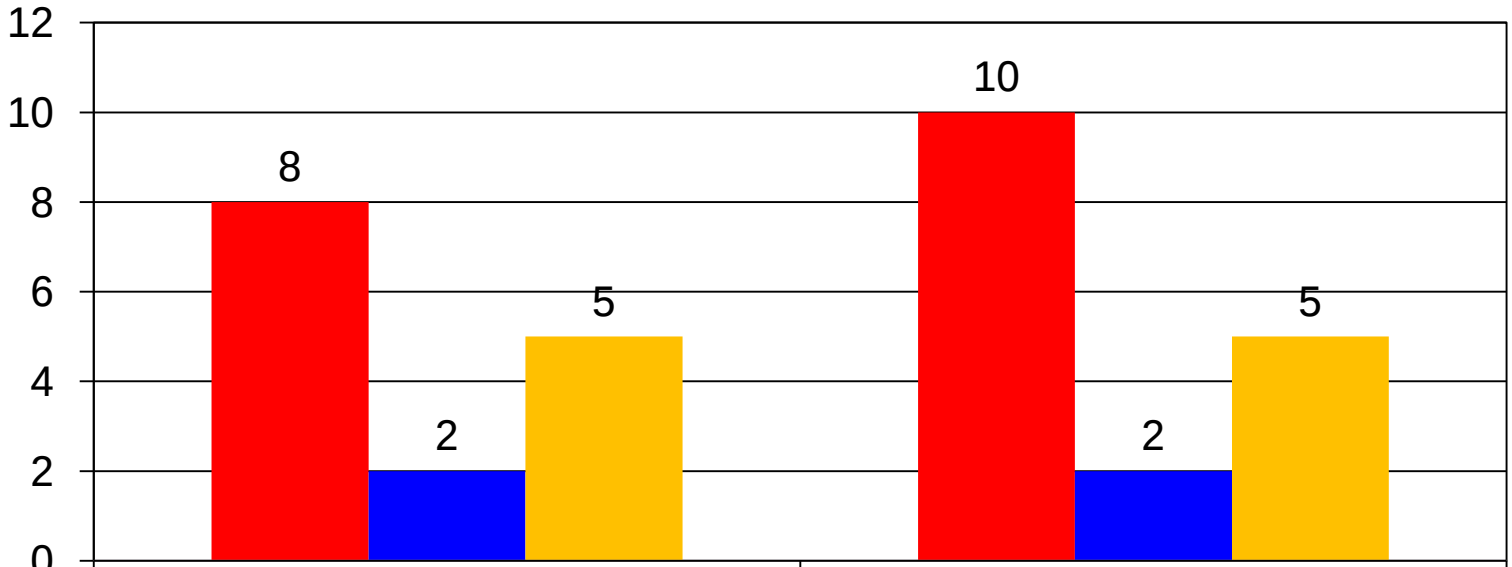
	4th	7th
State 2021	53	63
CSCISD 2021	30	39
CSCISD 20192	44	51

STAAR
Writing State scores vs. CSCISD scores
Meets Grade Level



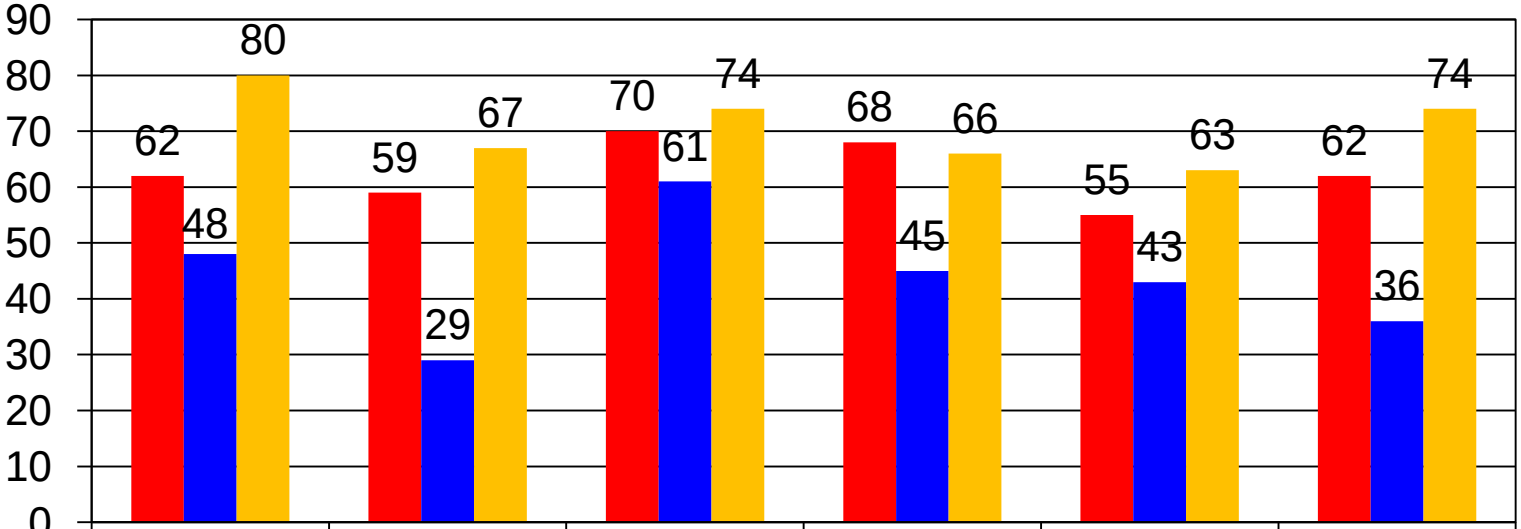
	4th	7th
State 2021	27	33
CSCISD 2021	16	14
CSCISD 2019	23	23

STAAR
Writing State scores vs. CSCISD scores
Masters Grade Level



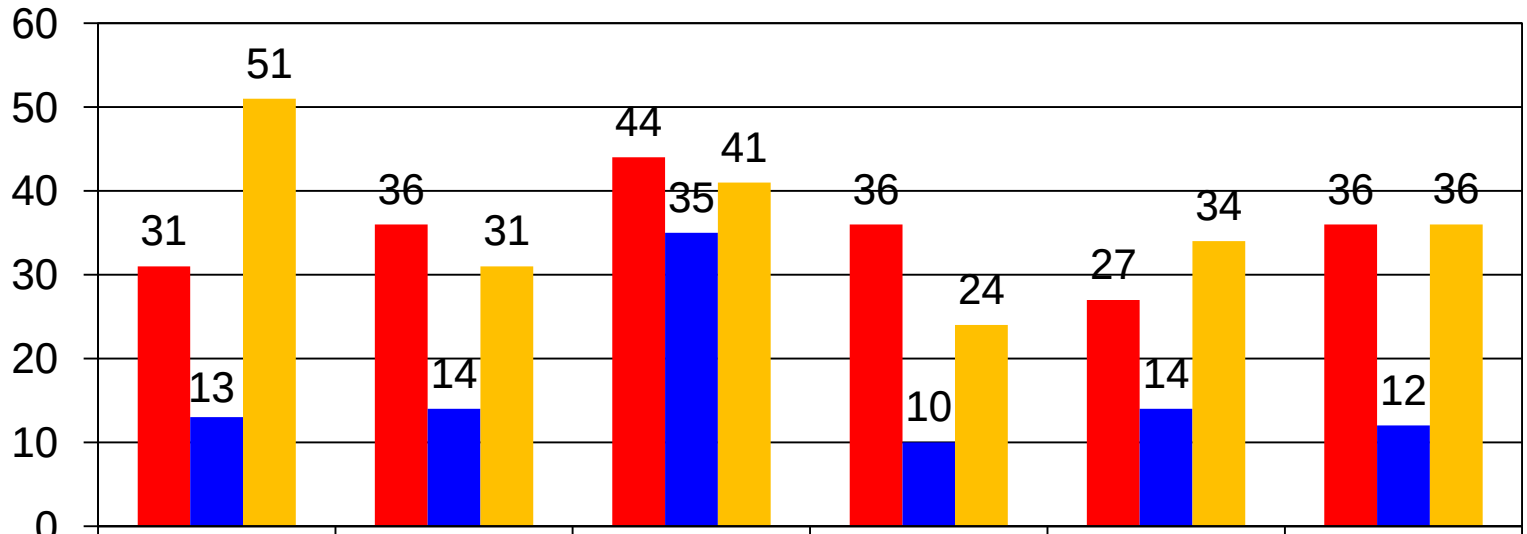
	4th	7th
State 2021	8	10
CSCISD 2021	2	2
CSCISD 2019	5	5

STAAR
Math State scores vs. CSCISD Scores
Approaches Grade Level



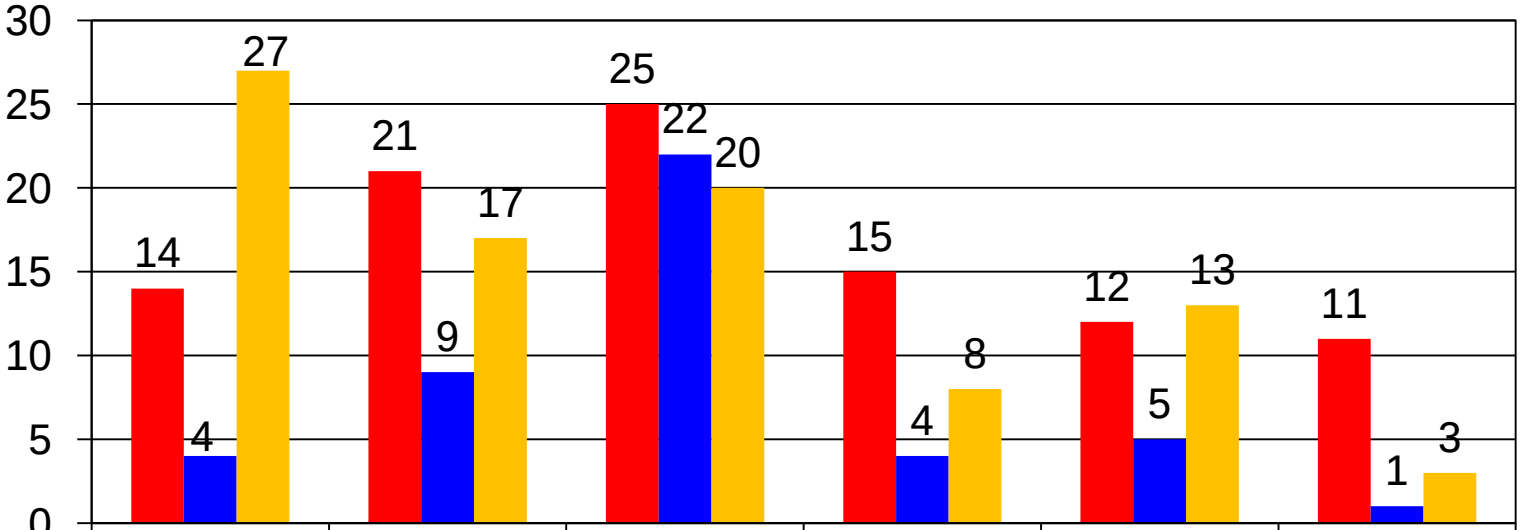
	3rd	4th	5th	6th	7th	8th
State 2021	62	59	70	68	55	62
CSCISD 2021	48	29	61	45	43	36
CSCISD 2019	80	67	74	66	63	74

STAAR
Math State scores vs. CSCISD Scores
Meets Grade Level



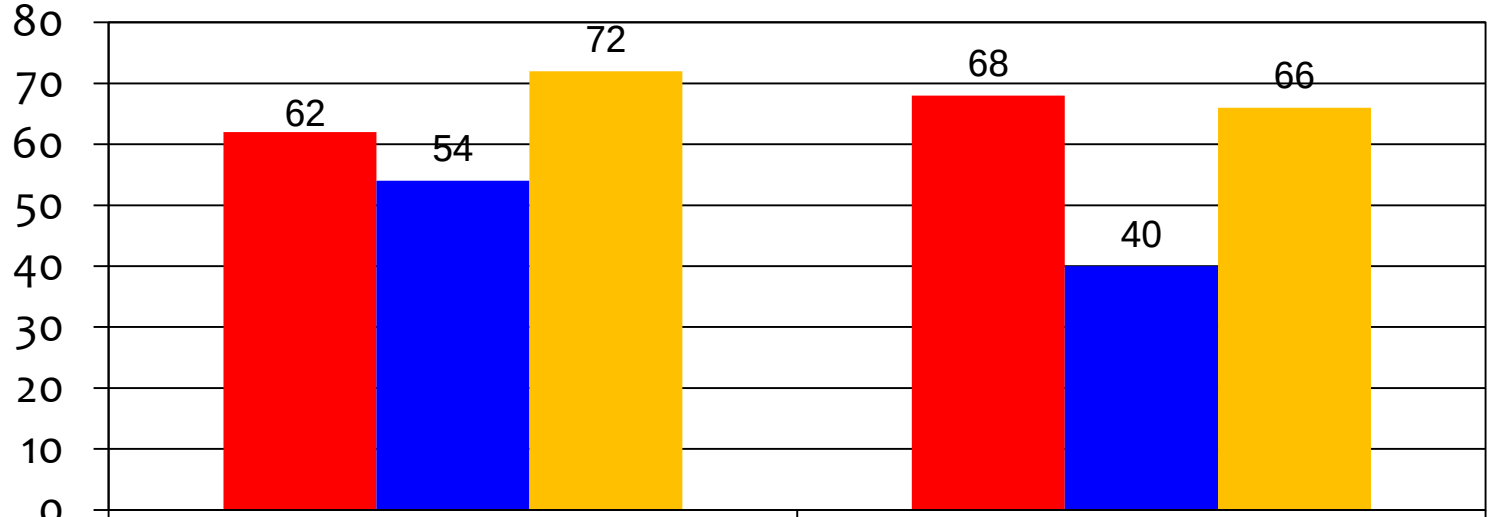
	3rd	4th	5th	6th	7th	8th
State 2021	31	36	44	36	27	36
CSCISD 2021	13	14	35	10	14	12
CSCISD 2019	51	31	41	24	34	36

STAAR
Math State scores vs. CSCISD Scores
Masters Grade Level



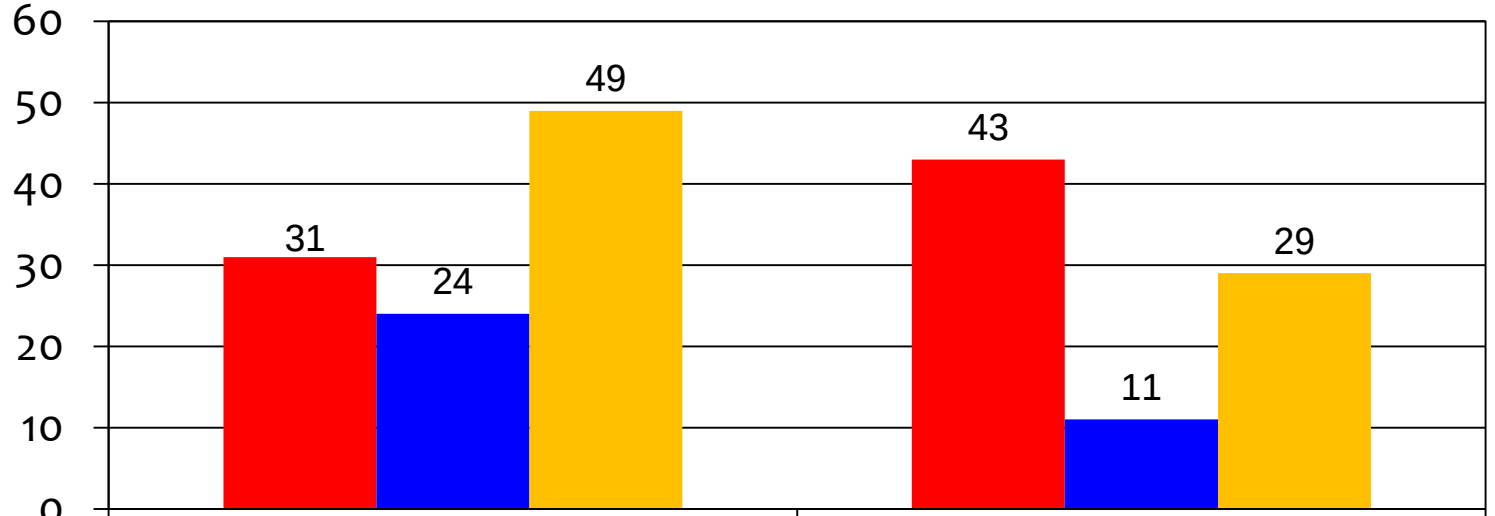
	3rd	4th	5th	6th	7th	8th
State 2021	14	21	25	15	12	11
CSCISD 2021	4	9	22	4	5	1
CSCISD 2019	27	17	20	8	13	3

STAAR
Science State scores vs. CSCISD scores
Approaches Grade Level



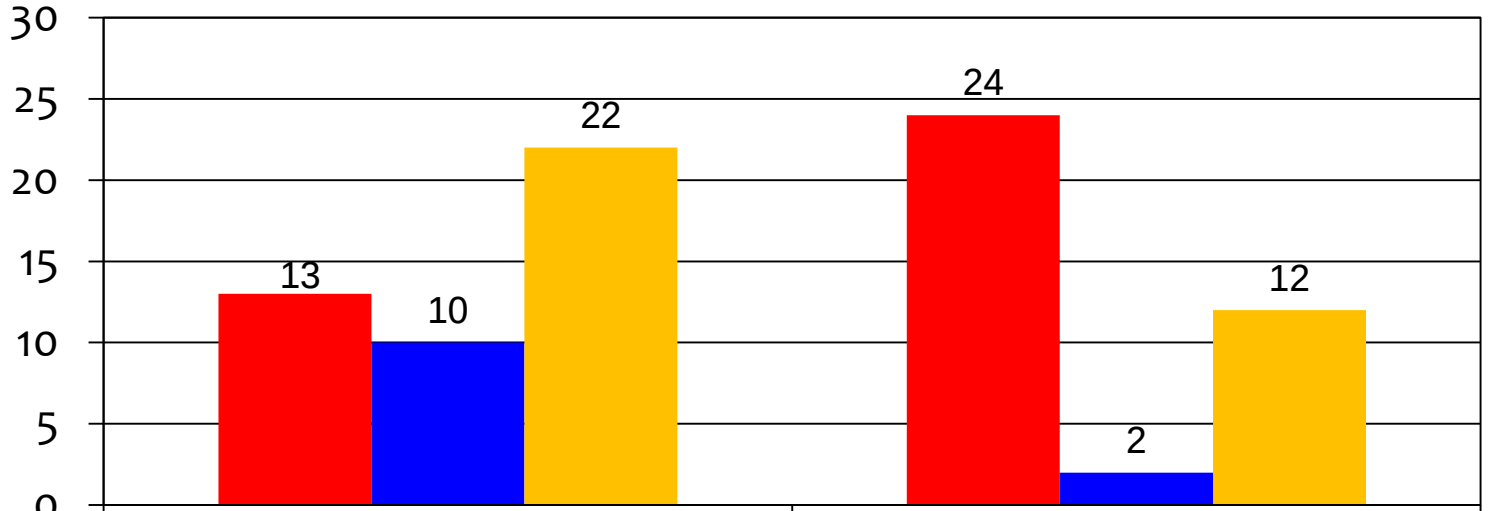
	5th	8th
State 2021	62	68
CSCISD 2021	54	40
CSCISD 2019	72	66

STAAR
Science State scores vs. CSCISD scores
Meets Grade Level



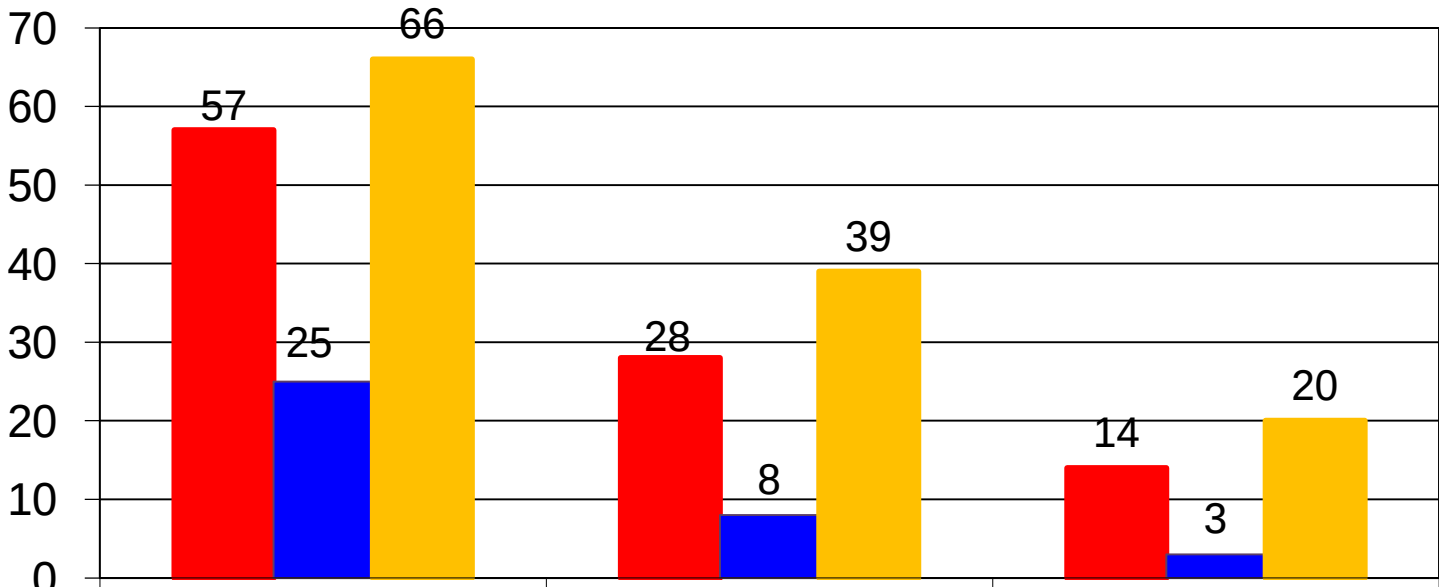
	5th	8th
State 2021	31	43
CSCISD 2021	24	11
CSCISD 2019	49	29

STAAR
Science State scores vs. CSCISD scores
Masters Grade Level



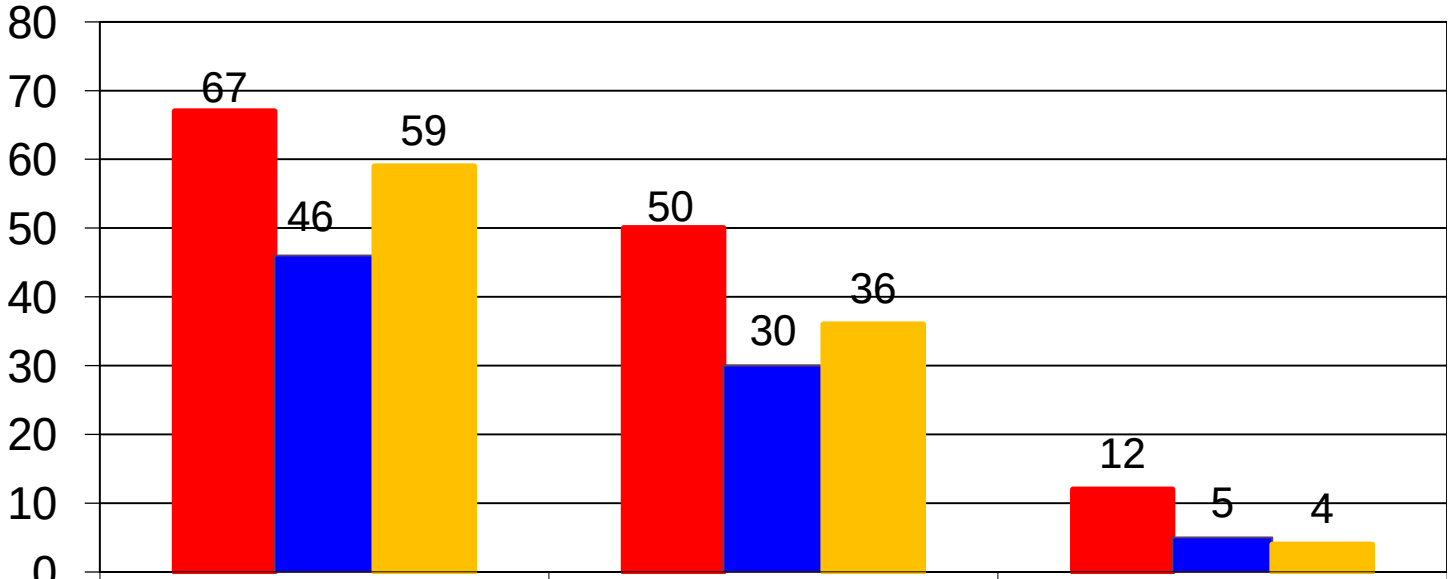
	5th	8th
State 2021	13	24
CSCISD 2021	10	2
CSCISD 2019	22	12

STAAR
Social Studies State scores vs. CSCISD scores
8th grade



	Approaches	Meets	Masters
State 2021	57	28	14
CSCISD 2021	25	8	3
CSCISD 2019	66	39	20

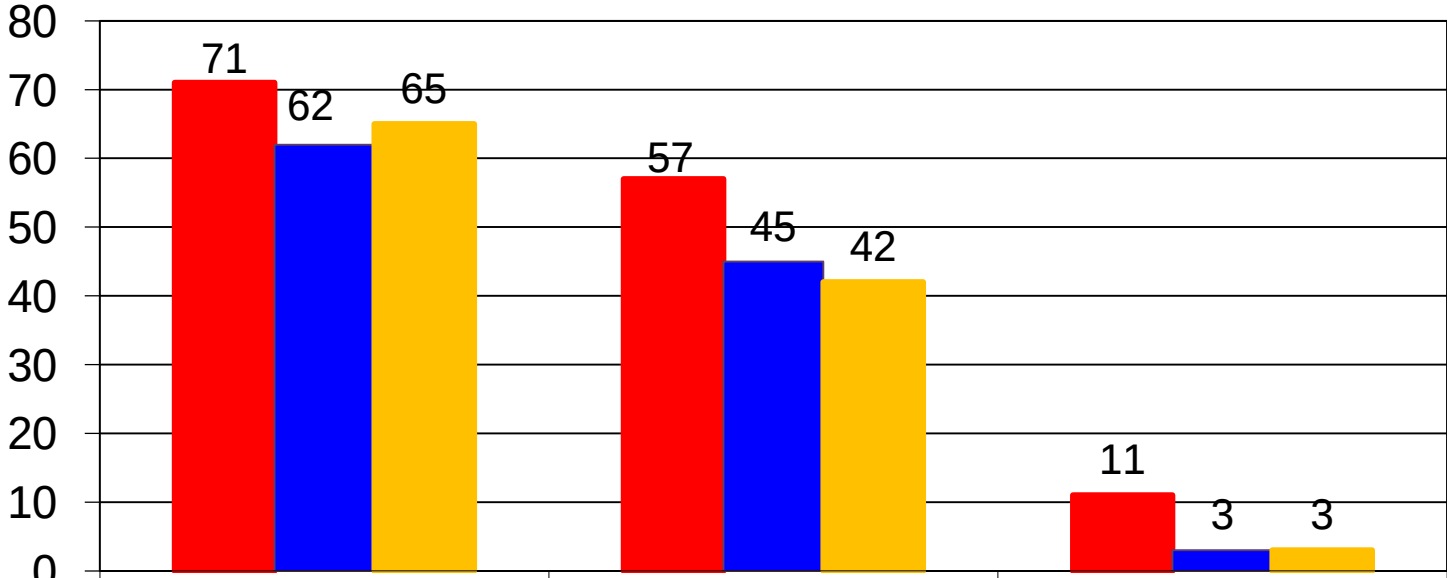
EOC English I



	Approaches	Meets	Masters
State 2021	67	50	12
CSCISD 2021	46	30	5
CSCISD 2019	59	36	4

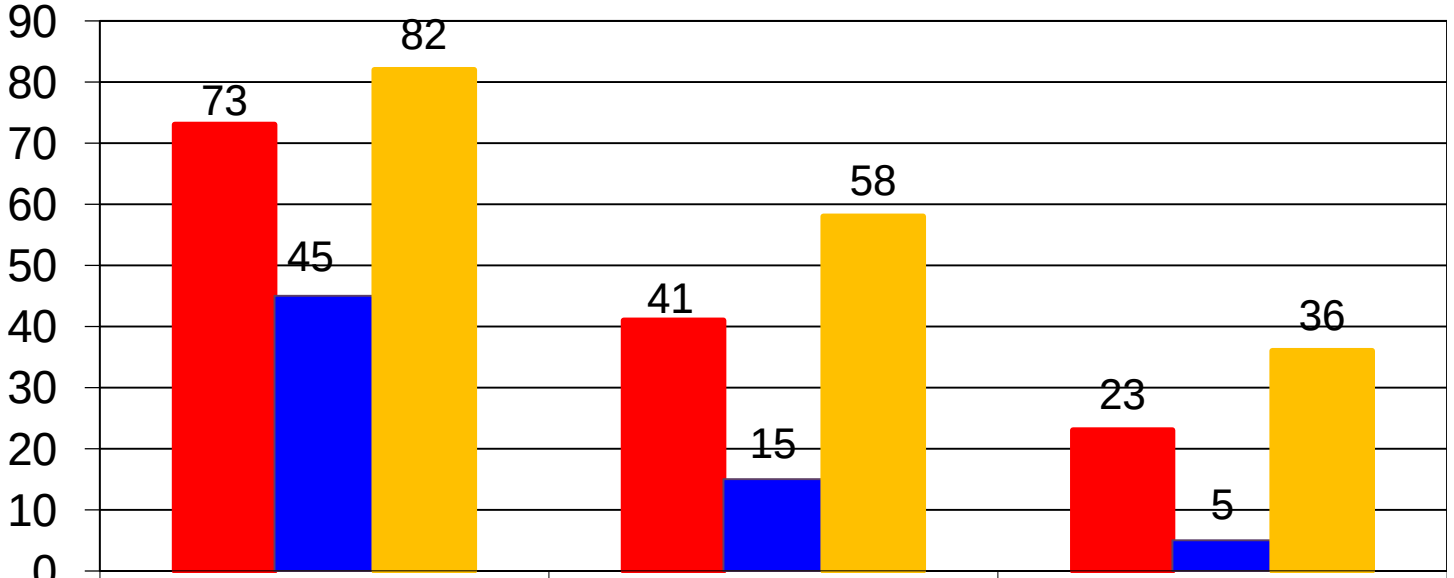
* or 0 indicates results are masked due to small numbers to protect student confidentiality

EOC English II



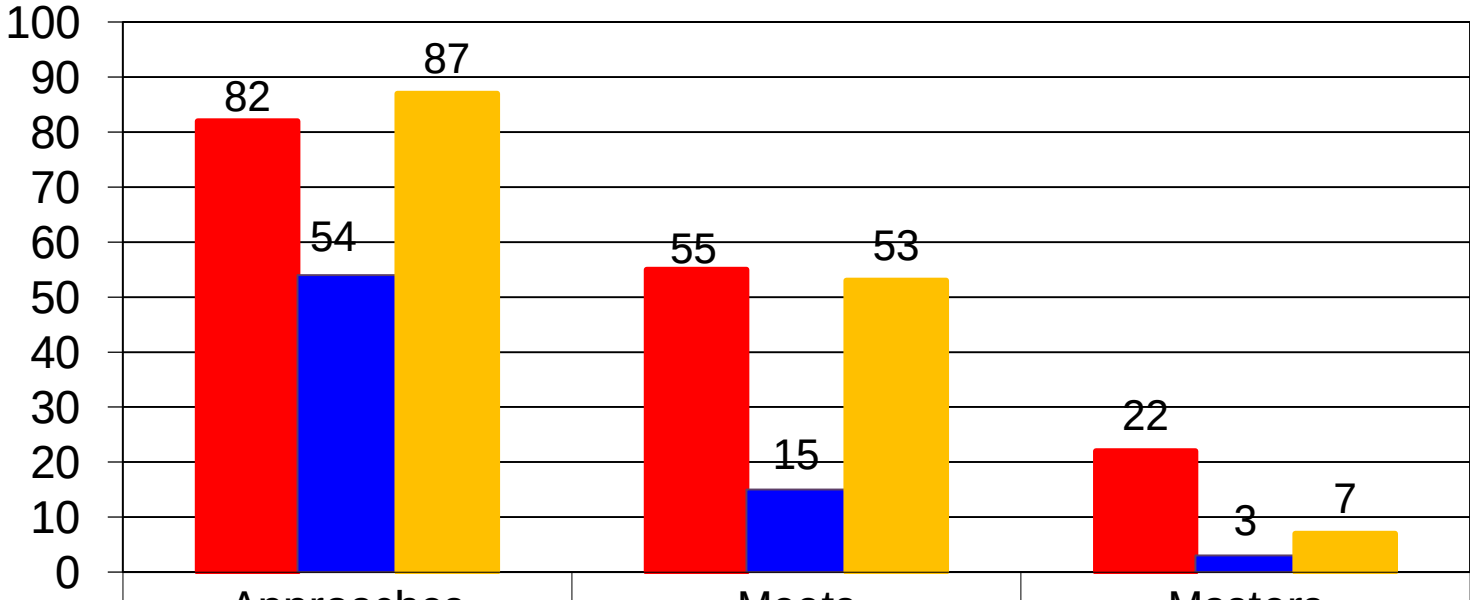
	Approaches	Meets	Masters
State 2021	71	57	11
CSCISD 2021	62	45	3
CSCISD 2019	65	42	3

EOC Math – Algebra I



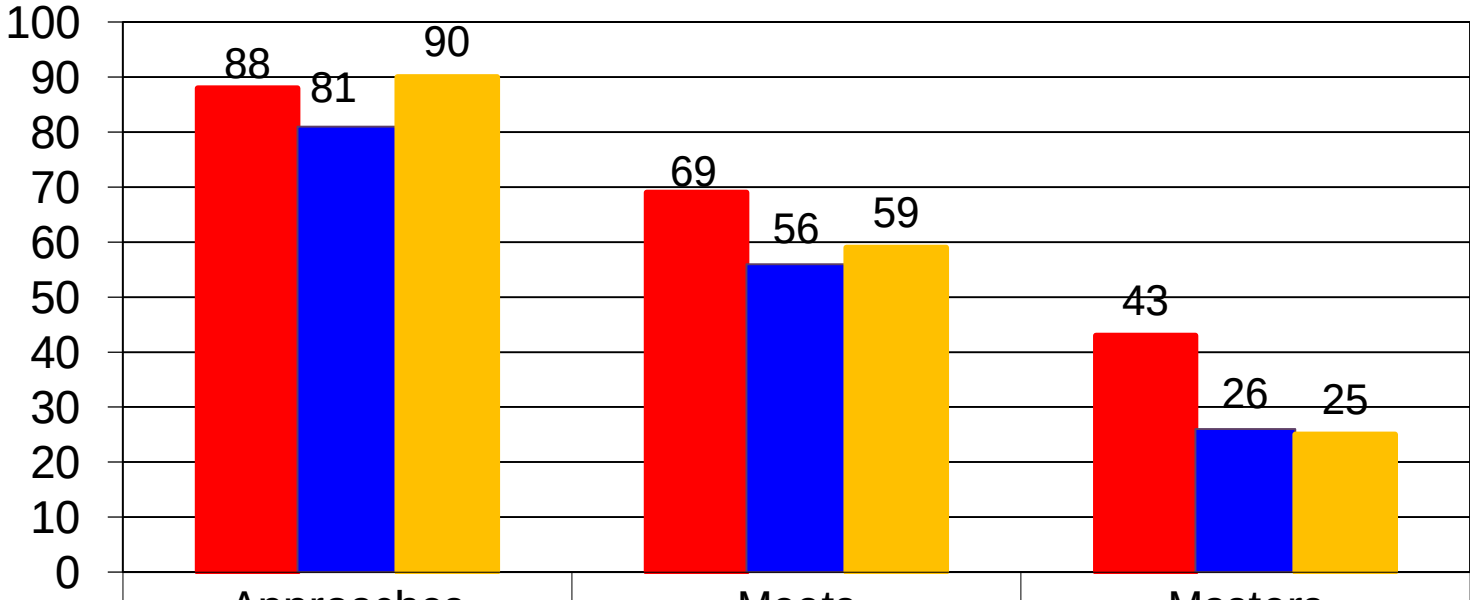
	Approaches	Meets	Masters
State 2021	73	41	23
CSCISD 2021	45	15	5
CSCISD 2019	82	58	36

EOC Science - Biology



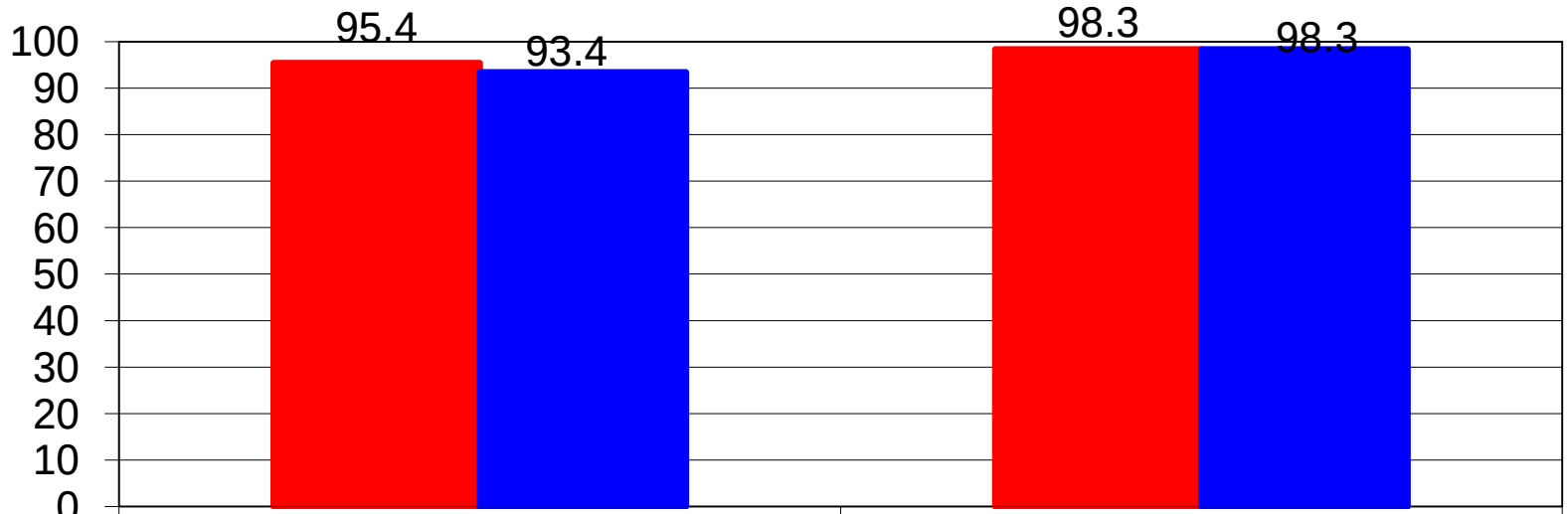
	Approaches	Meets	Masters
State 2021	82	55	22
CSCISD 2021	54	15	3
CSCISD 2019	87	53	7

EOC US History



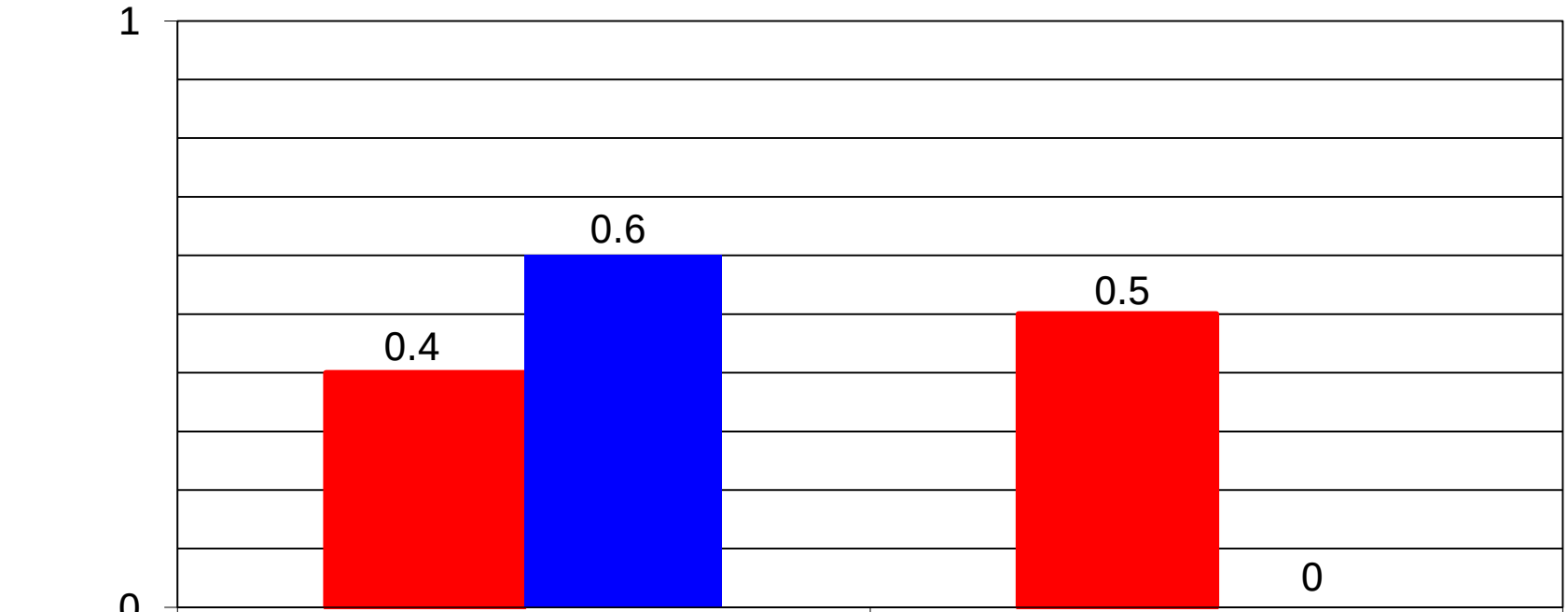
	Approaches	Meets	Masters
State 2021	88	69	43
CSCISD 2021	81	56	26
CSCISD 2019	90	59	25

Attendance Rate



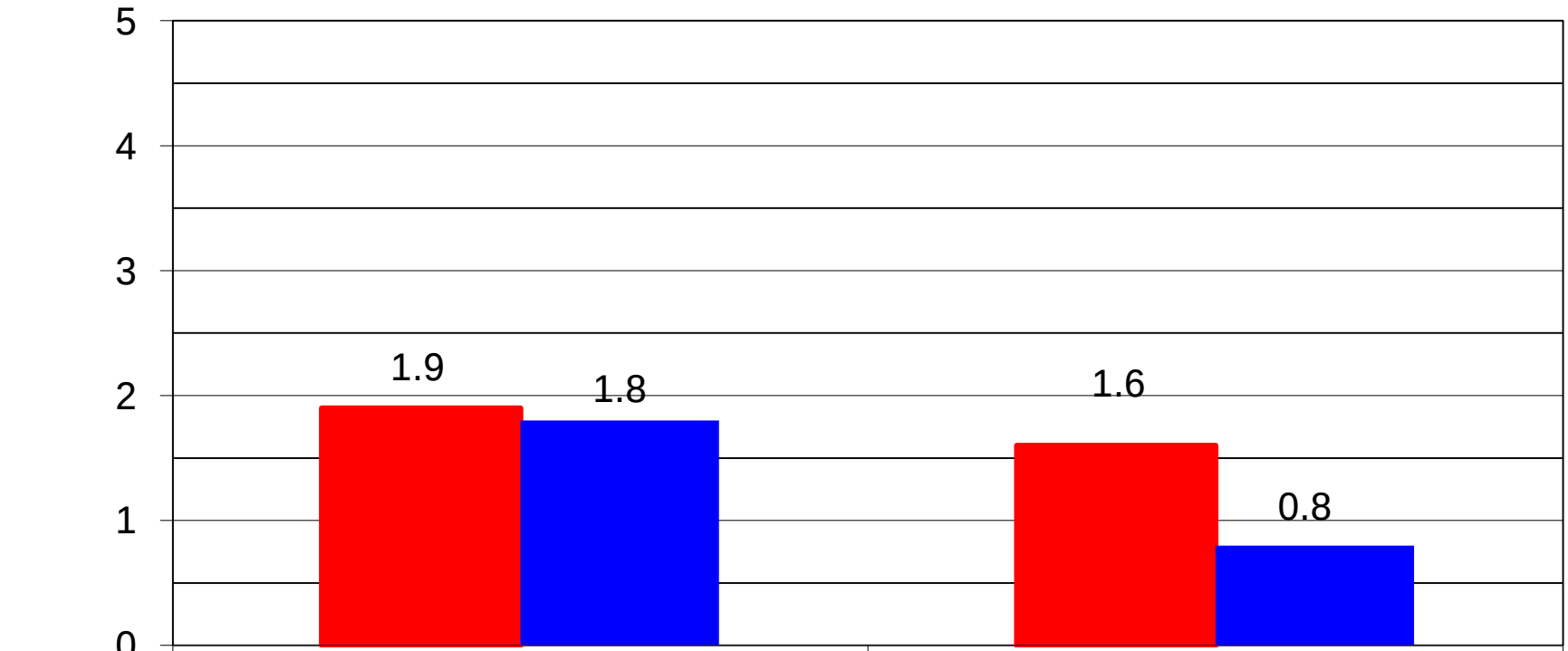
	2018- 2019	2019-2020
State	95.4	98.3
District	93.4	98.3

Annual Dropout Rate (Gr 7-8)



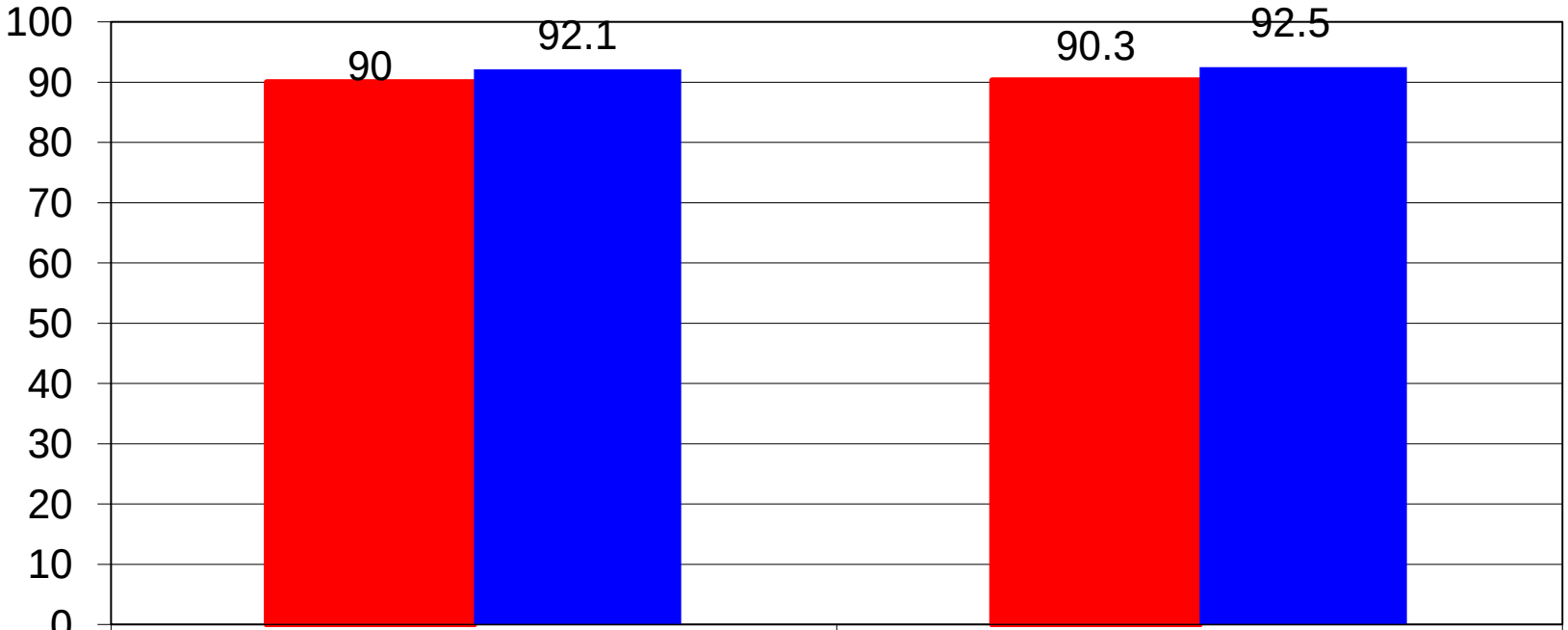
	2018-2019	2019-2020
State	0.4	0.5
District	0.6	0

Annual Dropout Rate (Gr 9-12)



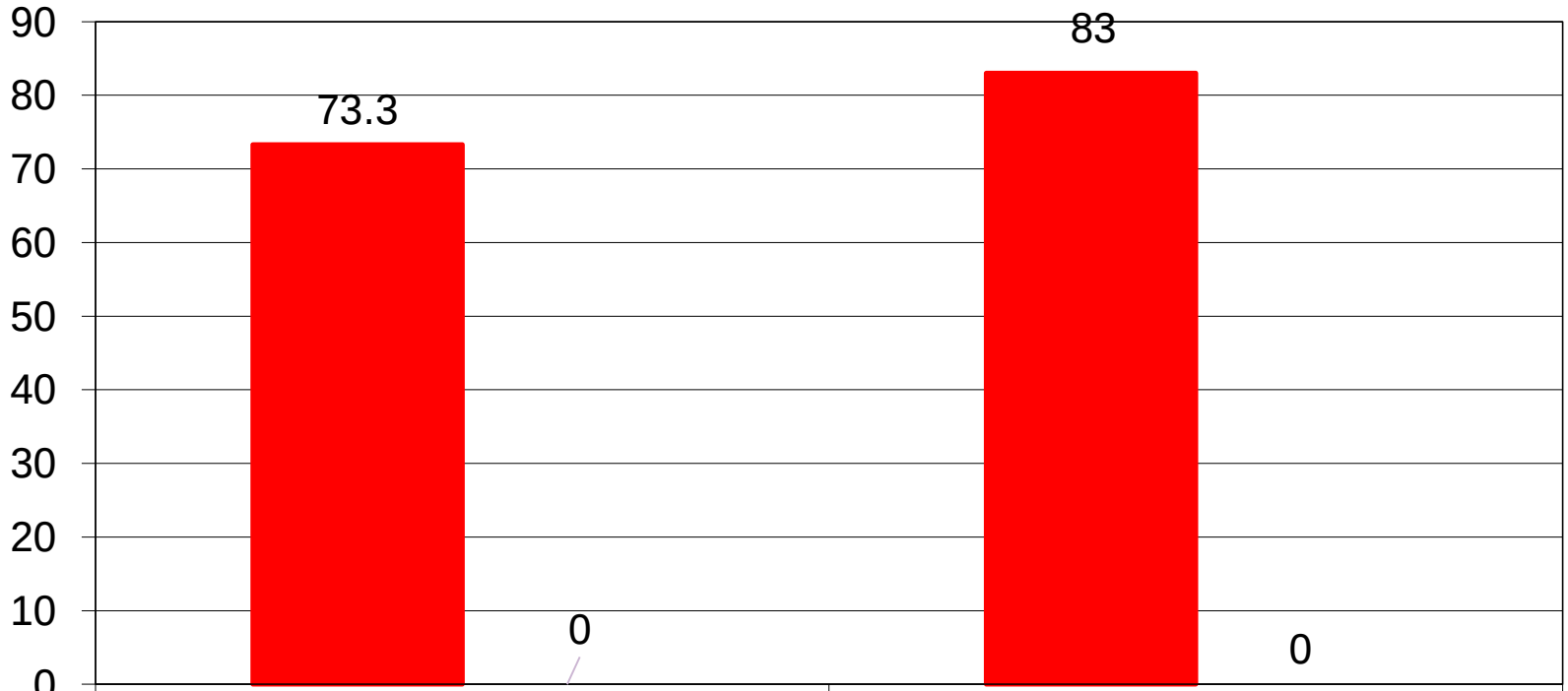
	2018-2019	2019-2020
State	1.9	1.6
District	1.8	0.8

4 yr. Federal Graduation Rate w/o Exclusions (9-12)



	2018-2019	2019-2020
State	90	90.3
District	92.1	92.5

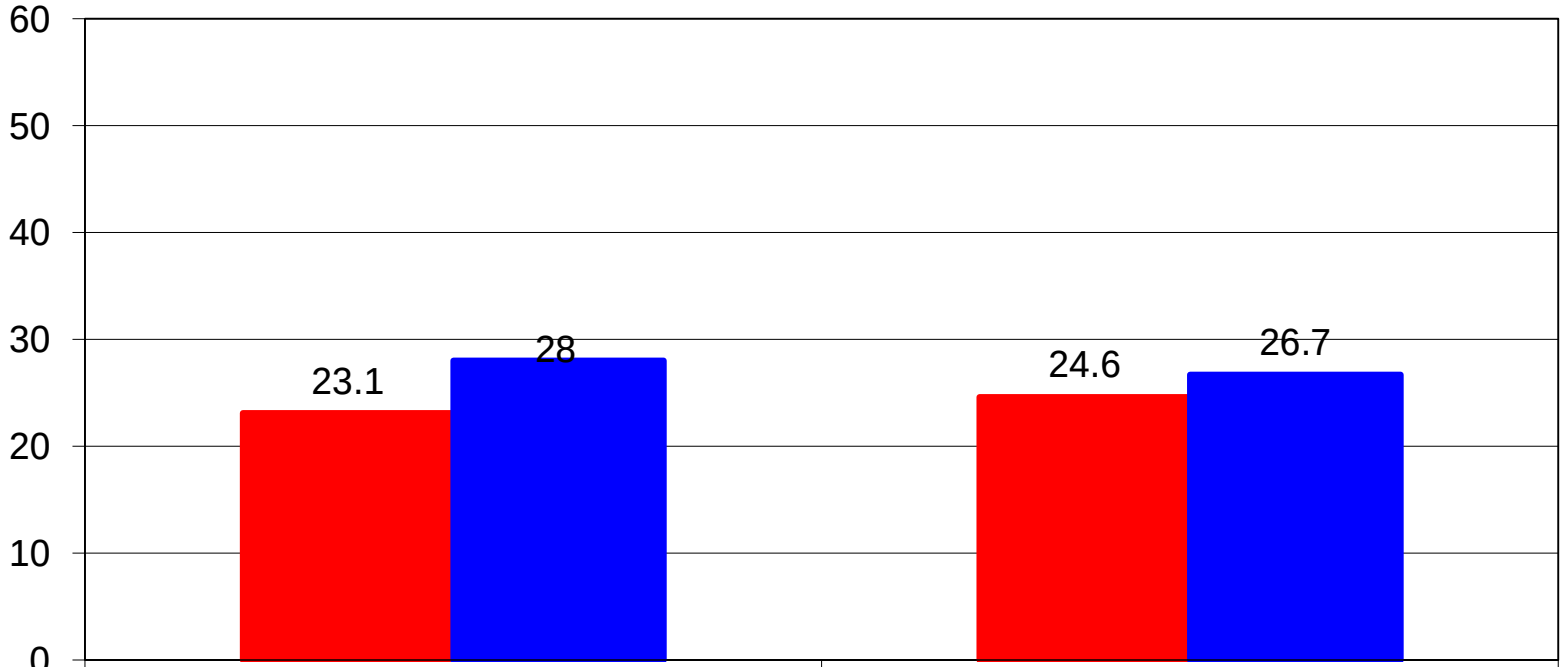
Recommended HS Program (RHSP/DAP) Graduates (Longitudinal Rate)



	Class of 2019	Class of 2020
State	73.3	83
District	0	0

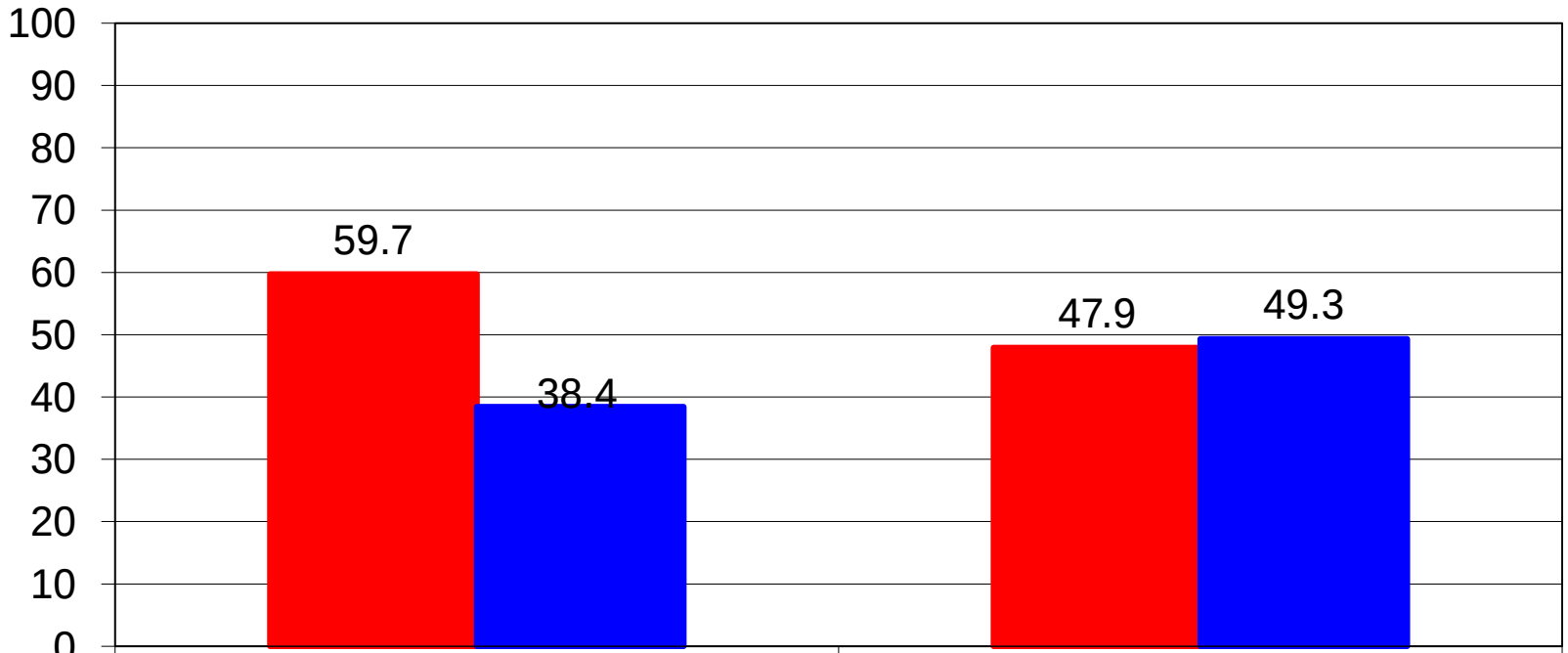
0- indicates there are no student in the group

Advanced Course/Dual Credit Course Annual Graduates (any subject - Gr. 9-12)



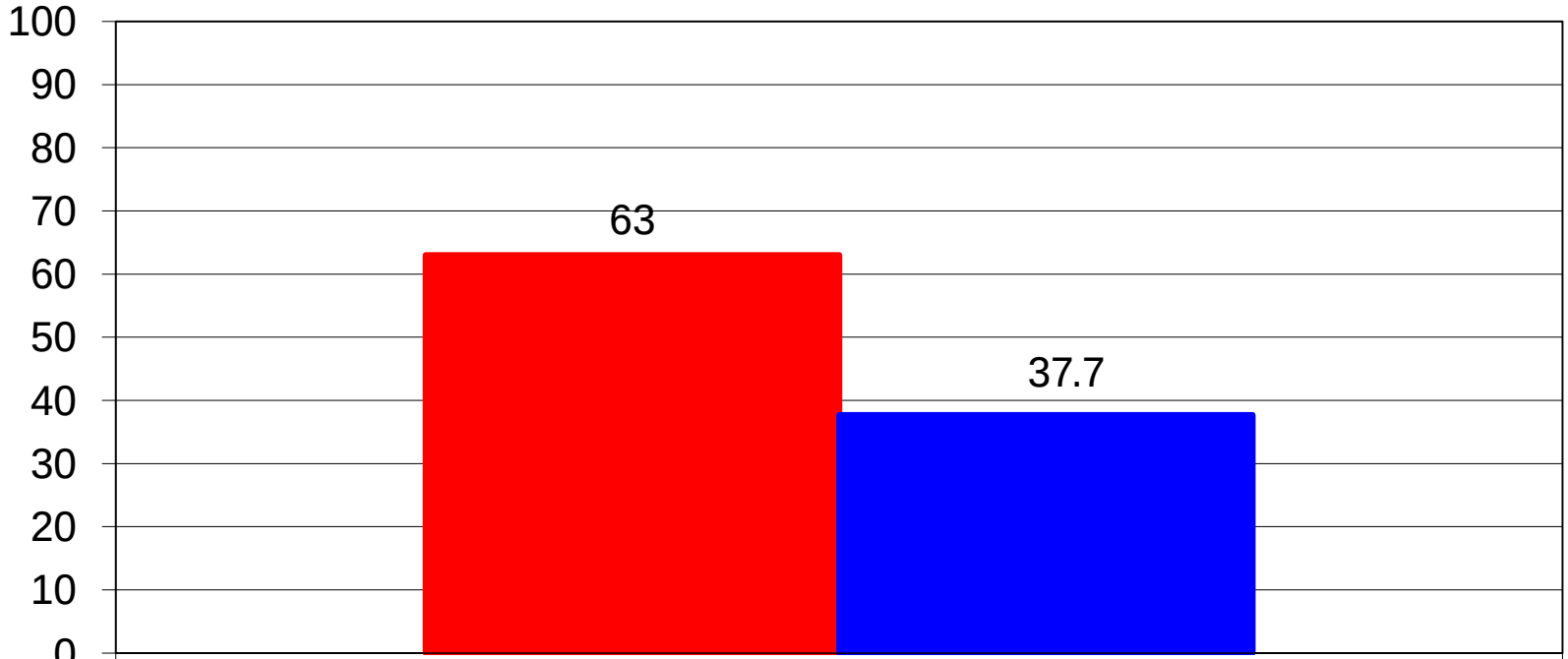
	2018-2019	2019-2020
State	23.1	24.6
District	28	26.7

College Ready Graduates 2019-2020 for ELA and MATH



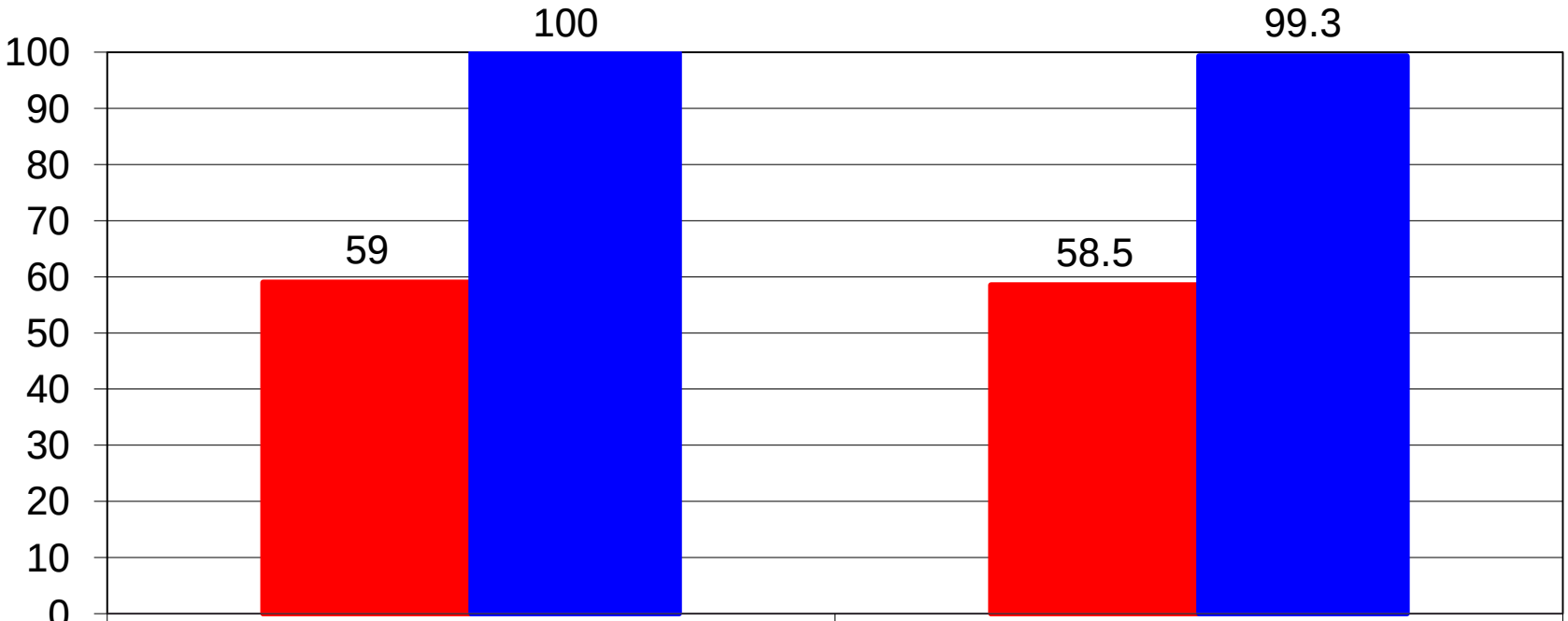
	ELA	Math
State	59.7	47.9
District	38.4	49.3

College, Career and Military Ready Graduates (CCMR)



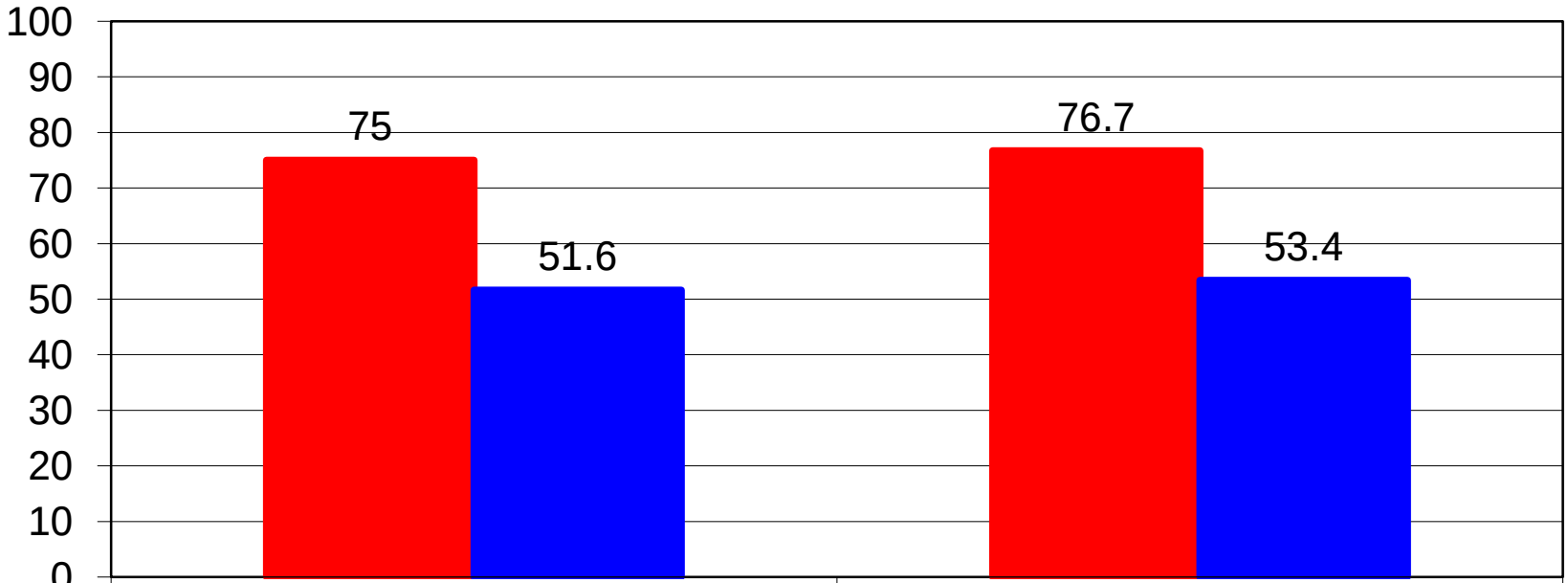
	Class of 2020
State	63
District	37.7

CTE Coherent Sequence Graduates



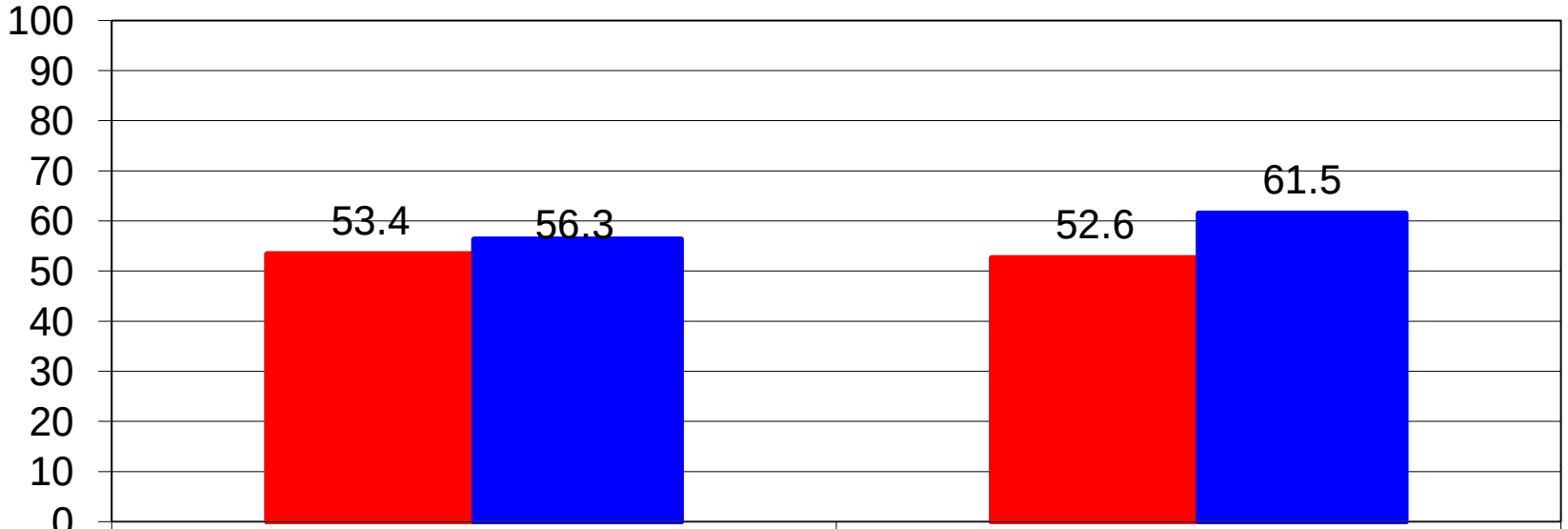
	2018-2019	2019-2020
State	59	58.5
District	100	99.3

SAT/ACT Results Tested



	2018-2019	2019-2020
State	75	76.7
District	51.6	53.4

Graduates Enrolled in Texas Institution of Higher Education



	2017-2018	2018-2019
State	53.4	52.6
District	56.3	61.5

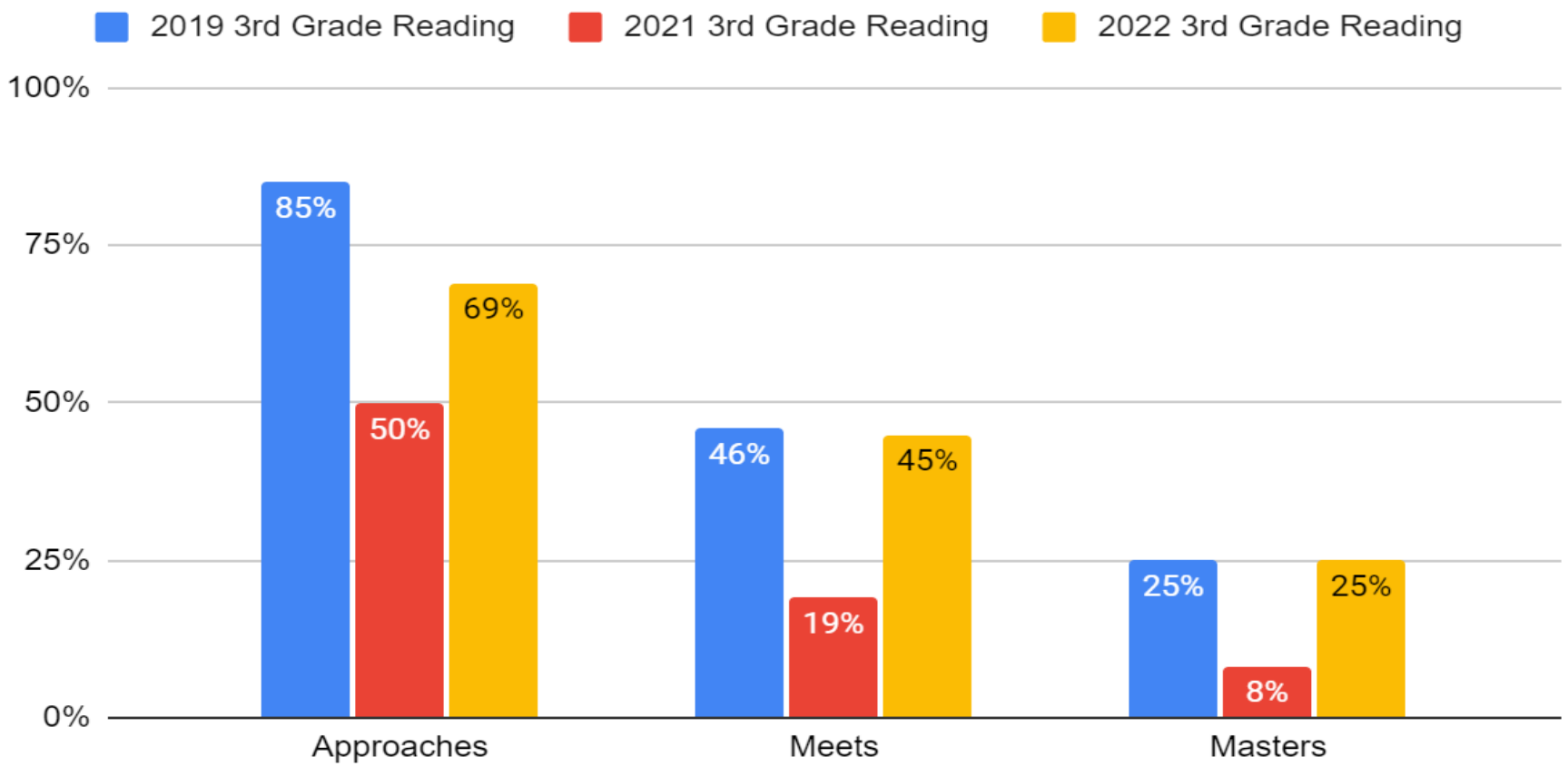
The Texas Academic Performance Reports (TAPR) may be found at the following link.

https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html

2019 vs. 2021 vs. 2022 STAAR PRELIMINARY RESULTS

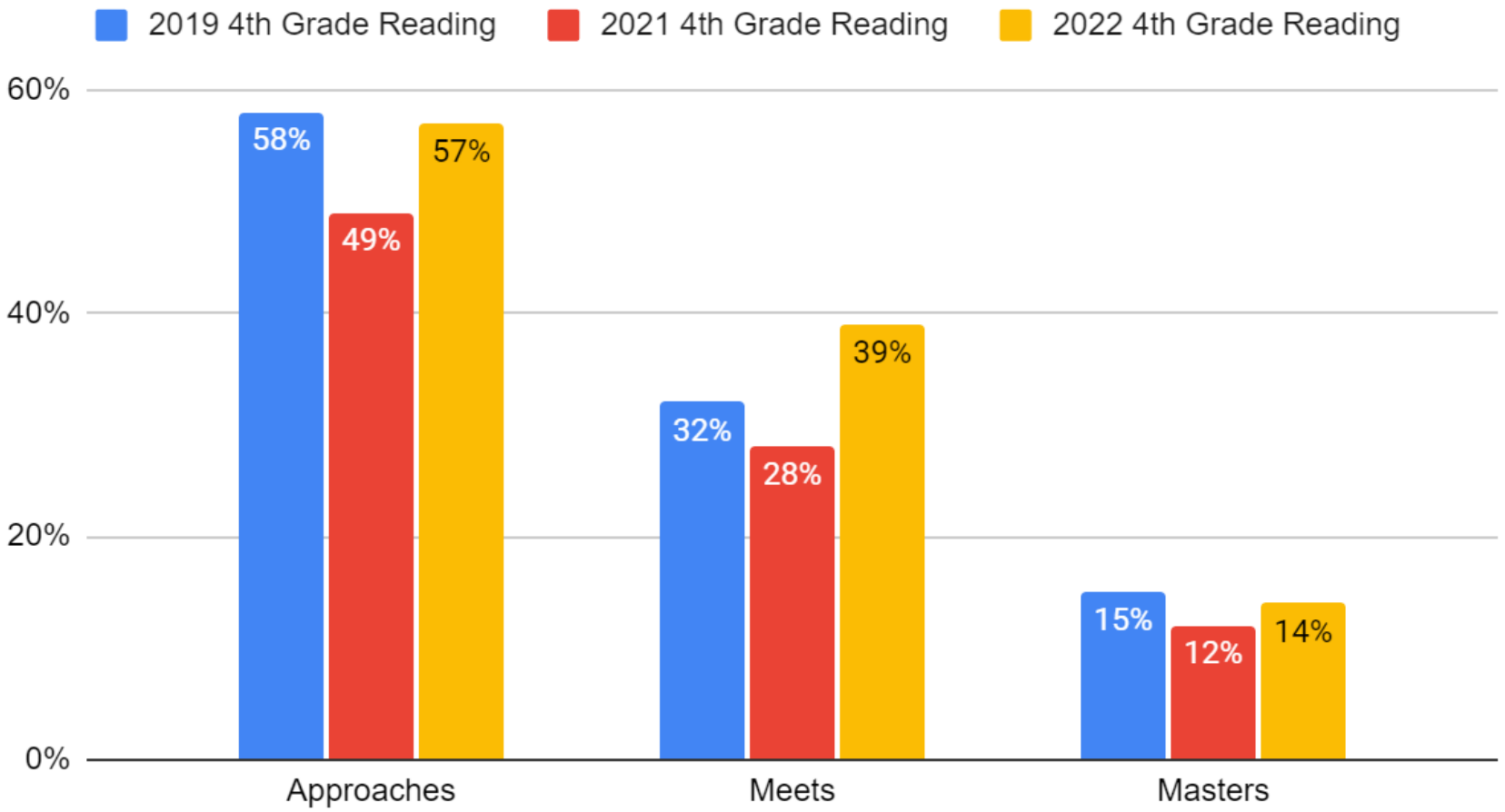
CSE

3rd Grade Reading 2019 vs. 2021 vs. 2022

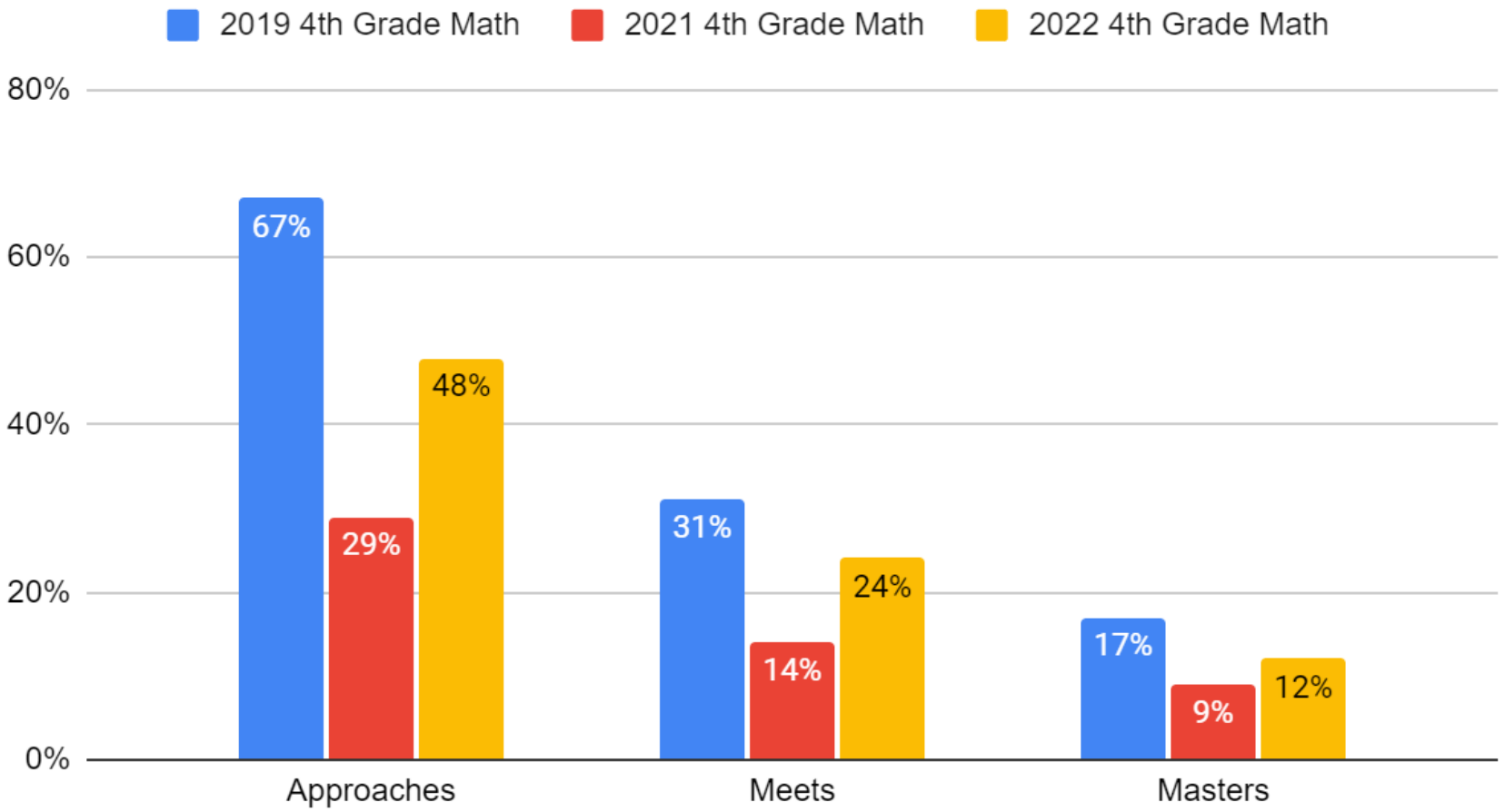


CSI

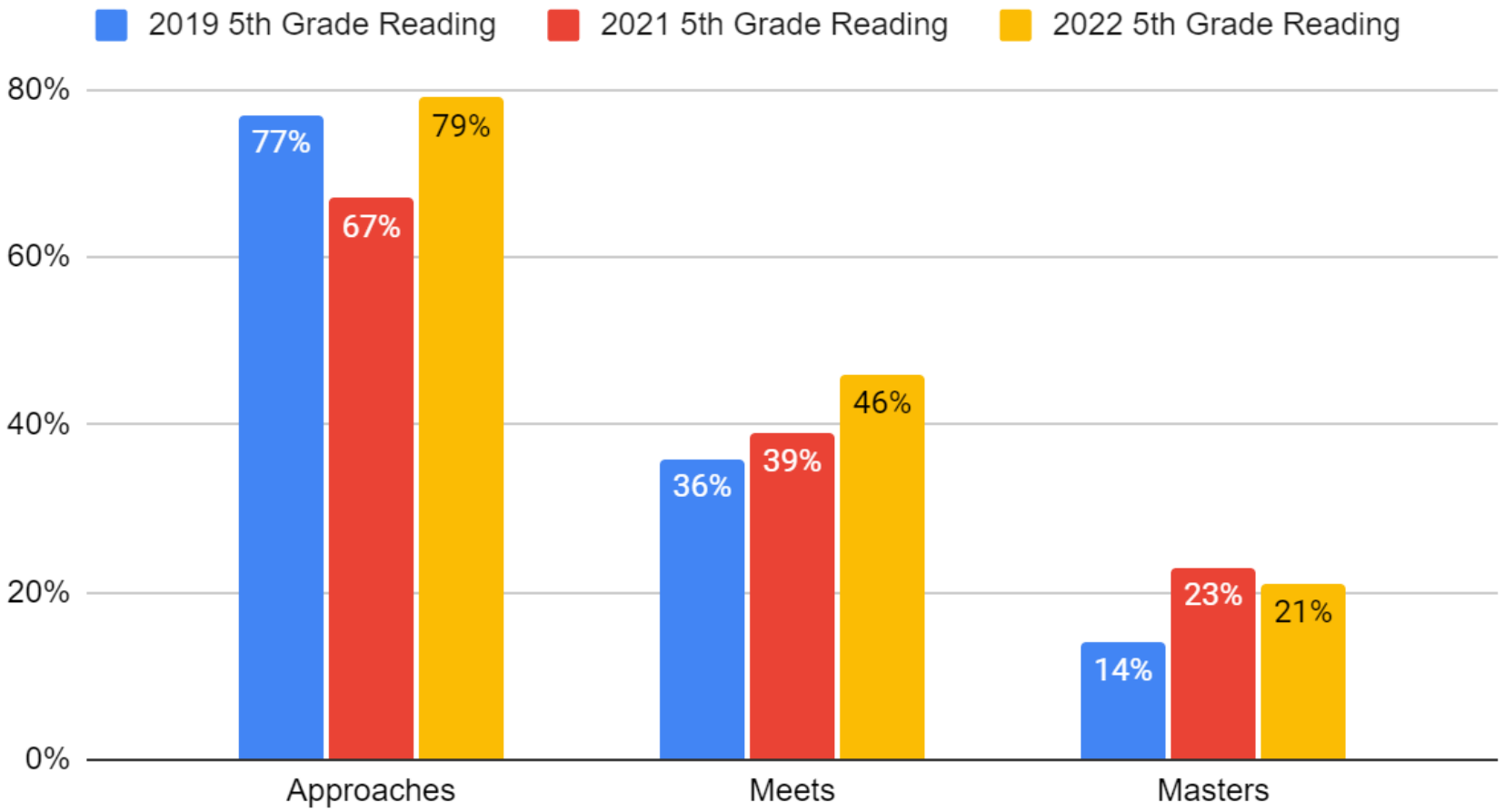
4th Grade Reading 2019 vs. 2021 vs. 2022



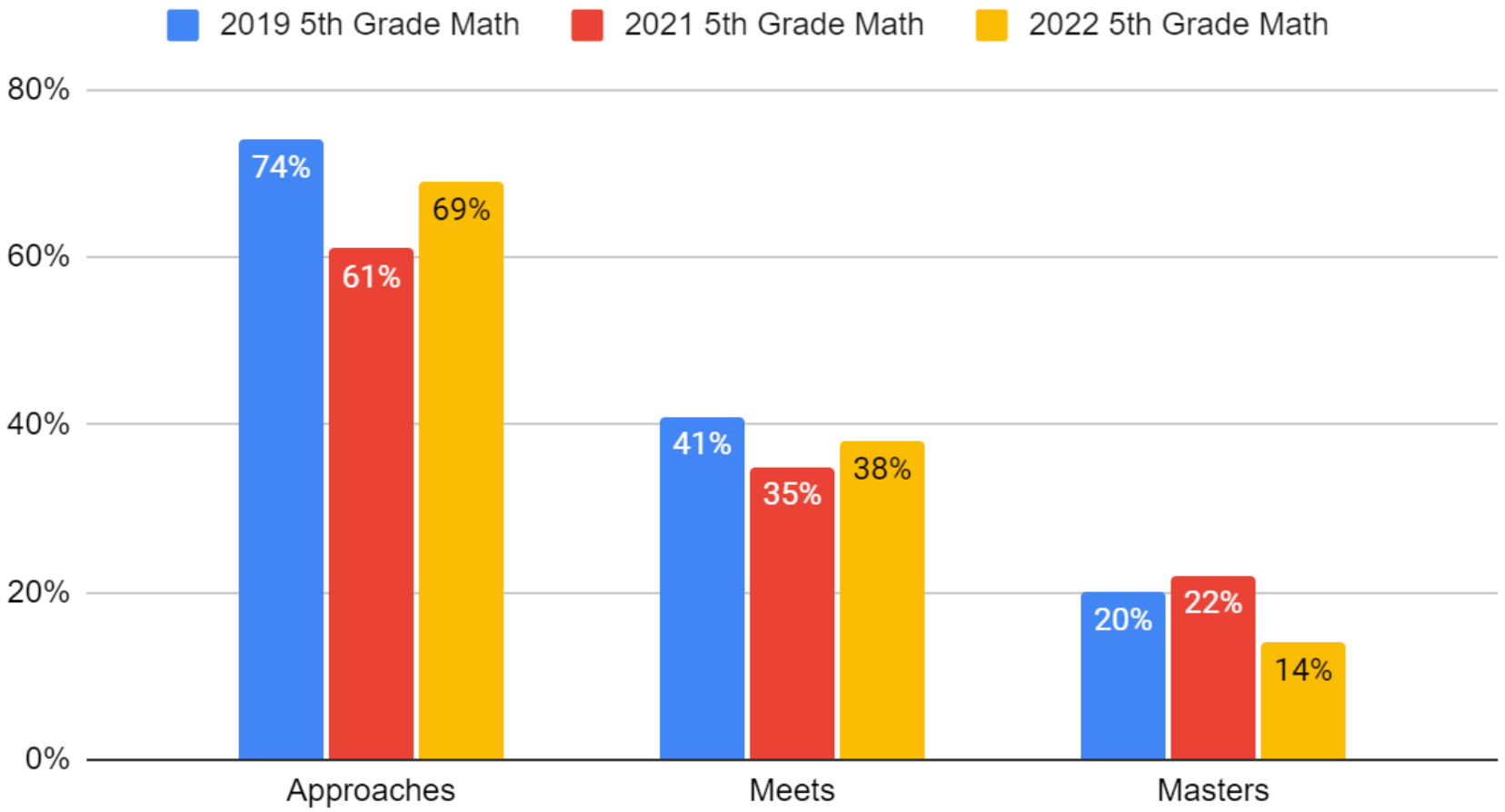
4th Grade Math 2019 vs. 2021 vs. 2022



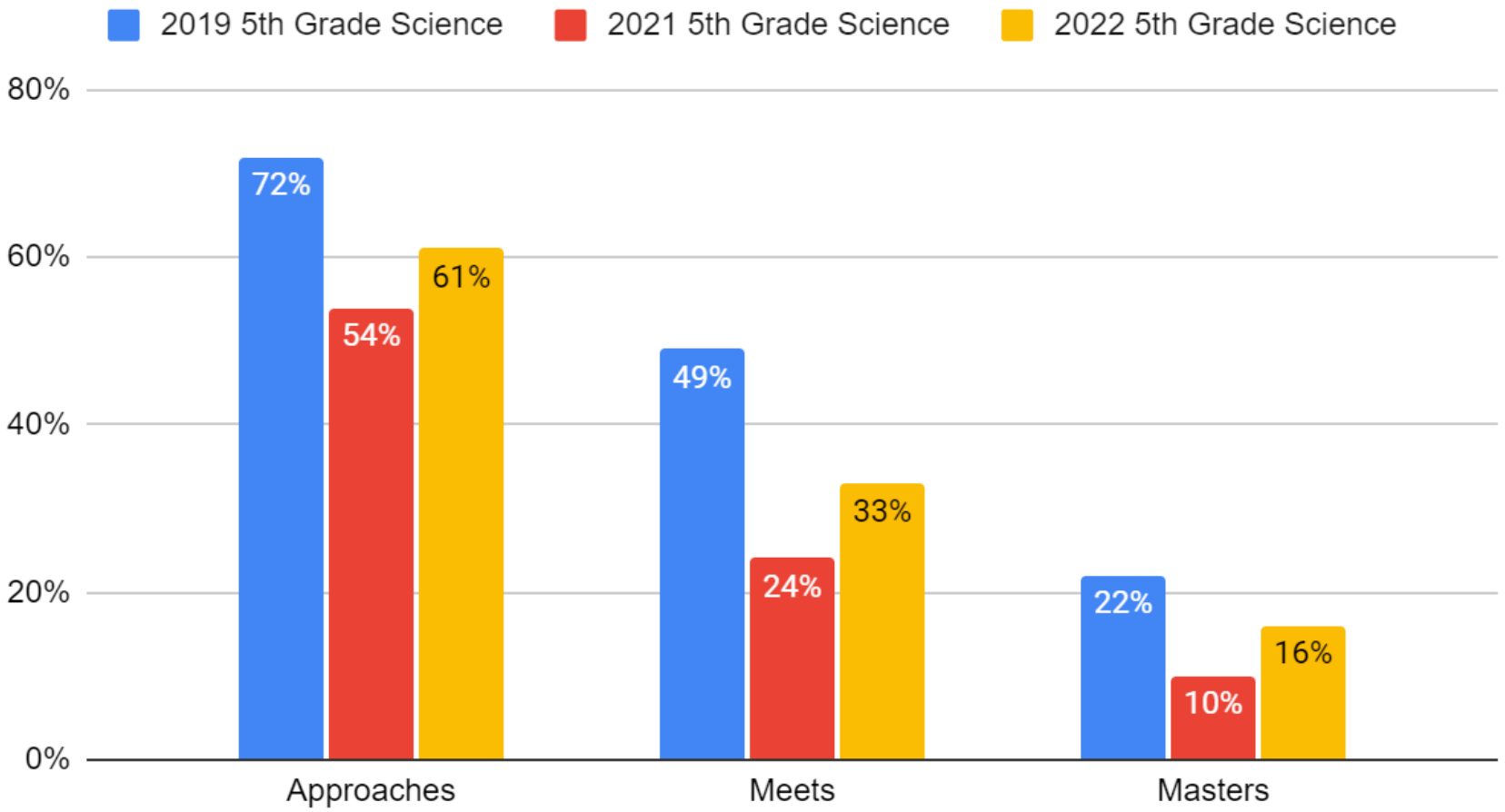
5th Grade Reading 2019 vs. 2021 vs. 2022



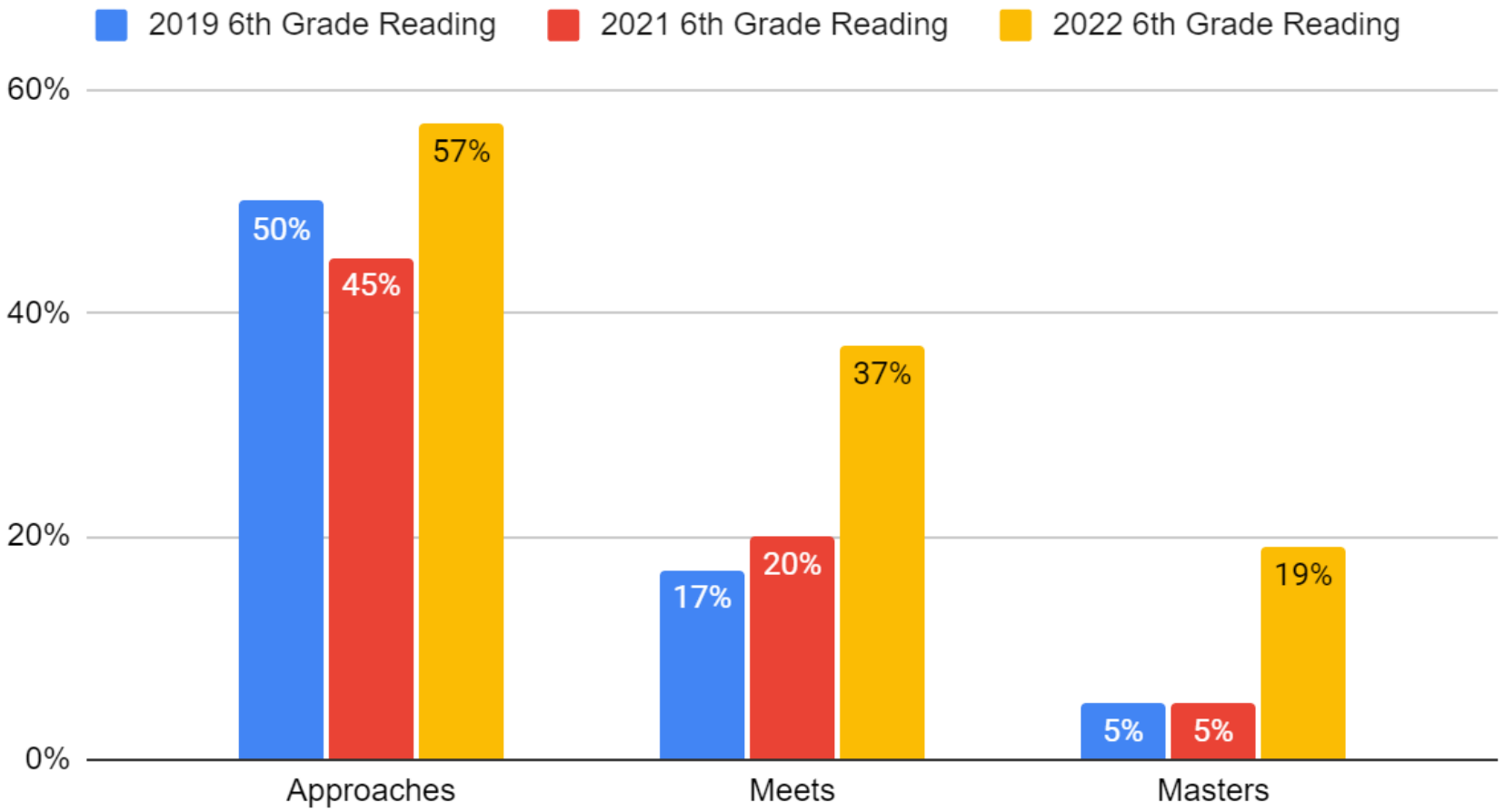
5th Grade Math 2019 vs. 2021 vs. 2022



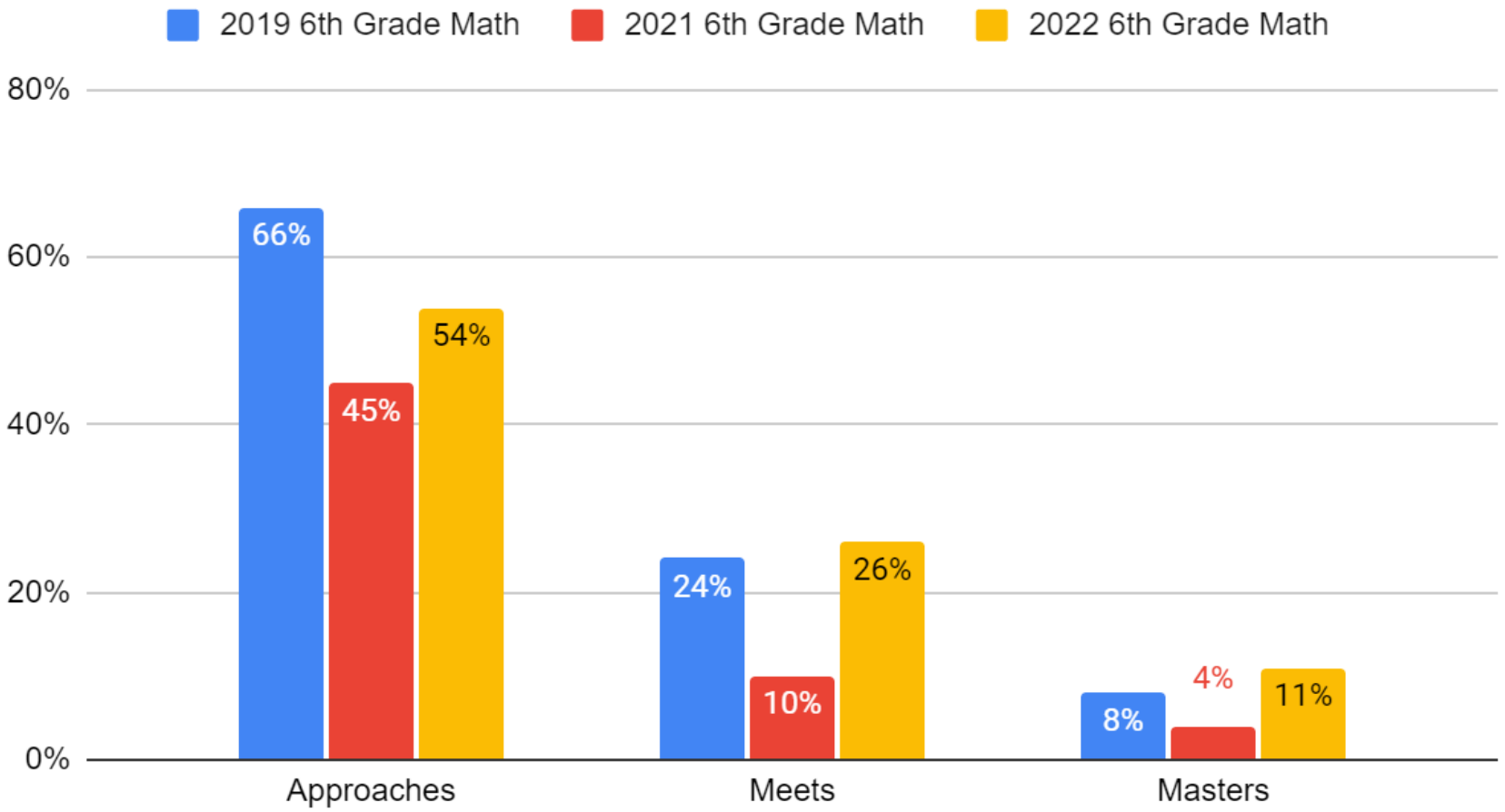
5th Grade Science 2019 vs. 2021 vs. 2022



6th Grade Reading 2019 vs. 2021 vs. 2022

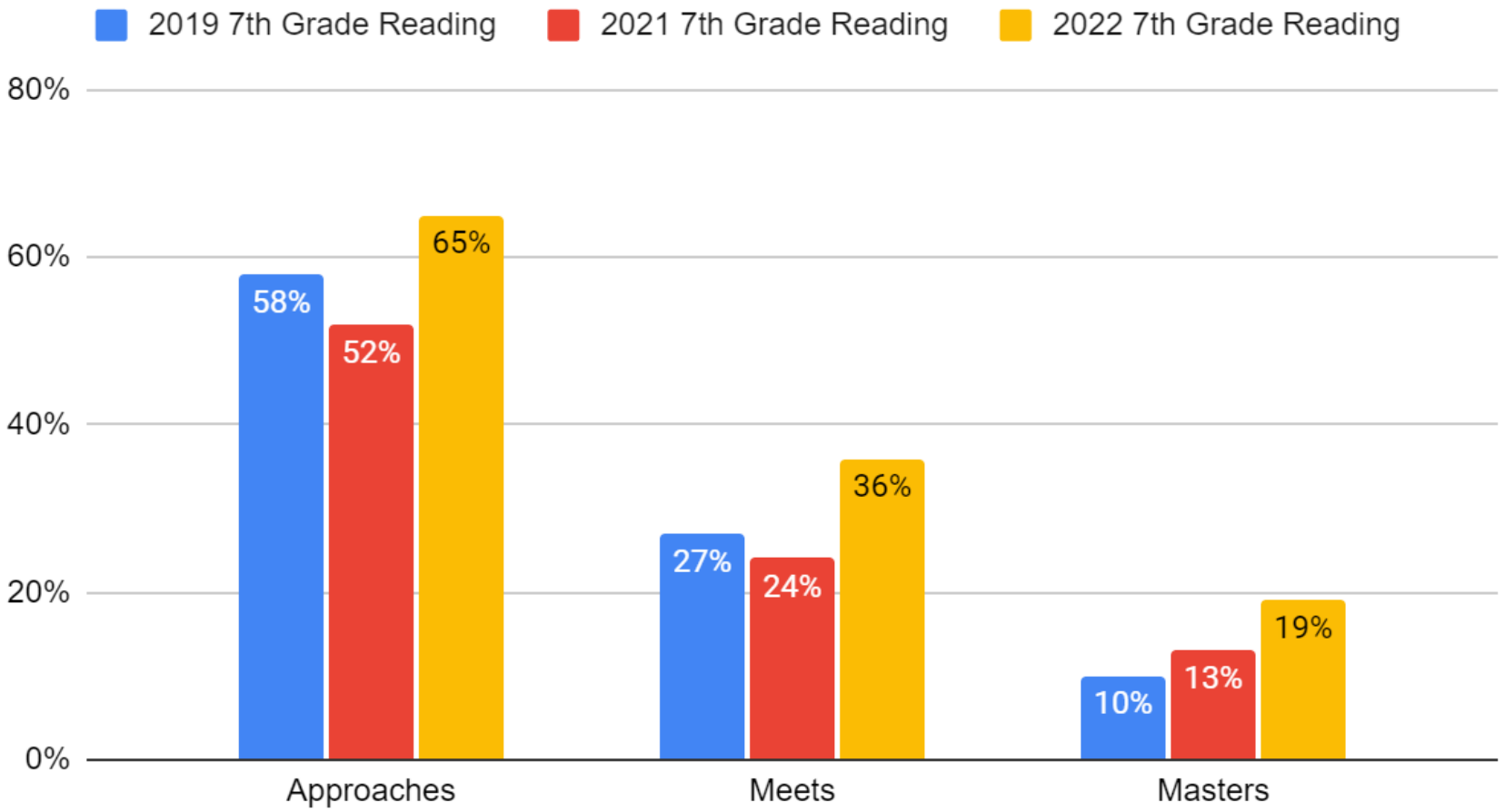


6th Grade Math 2019 vs. 2021 vs. 2022

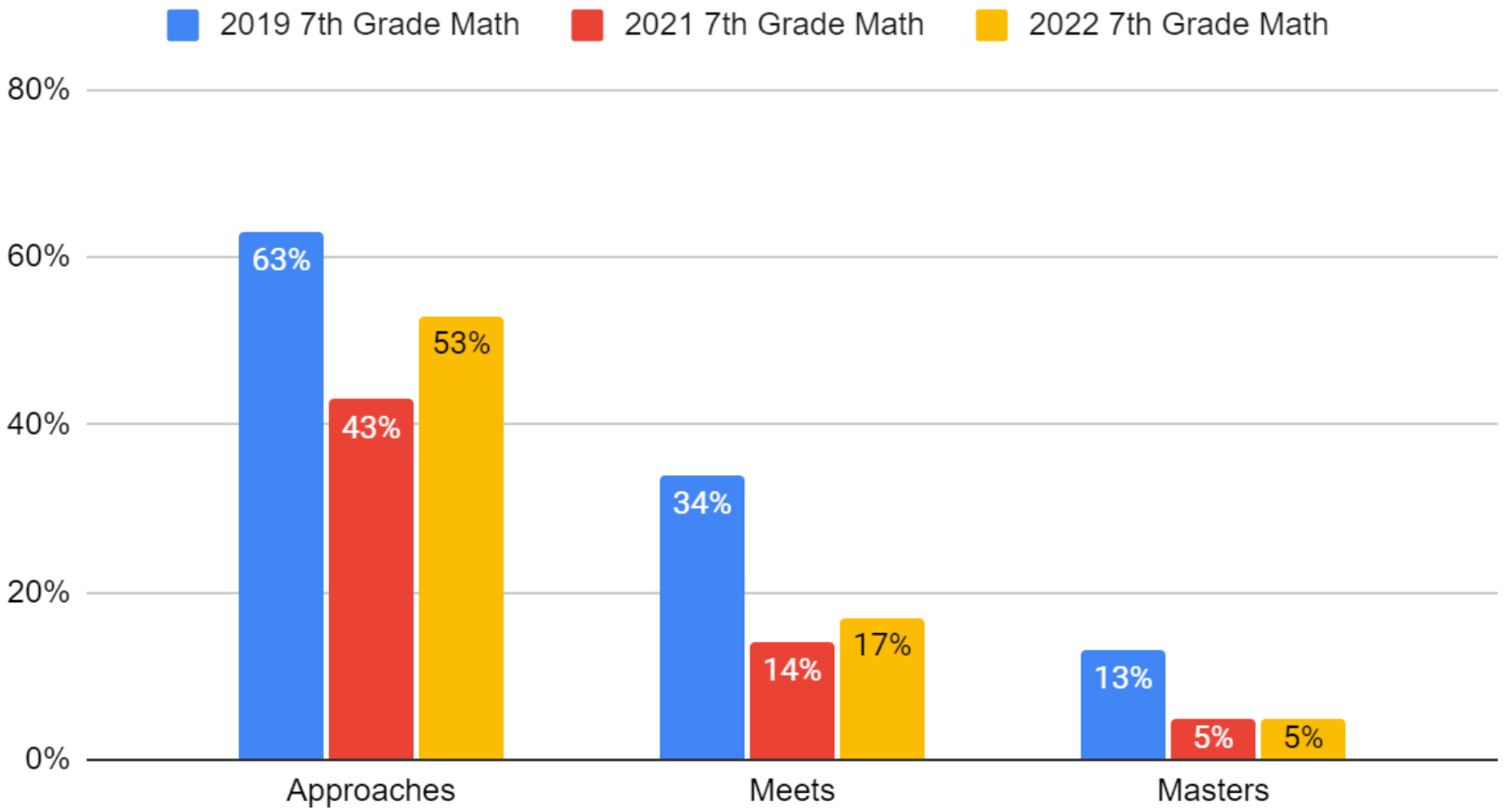


CSJH

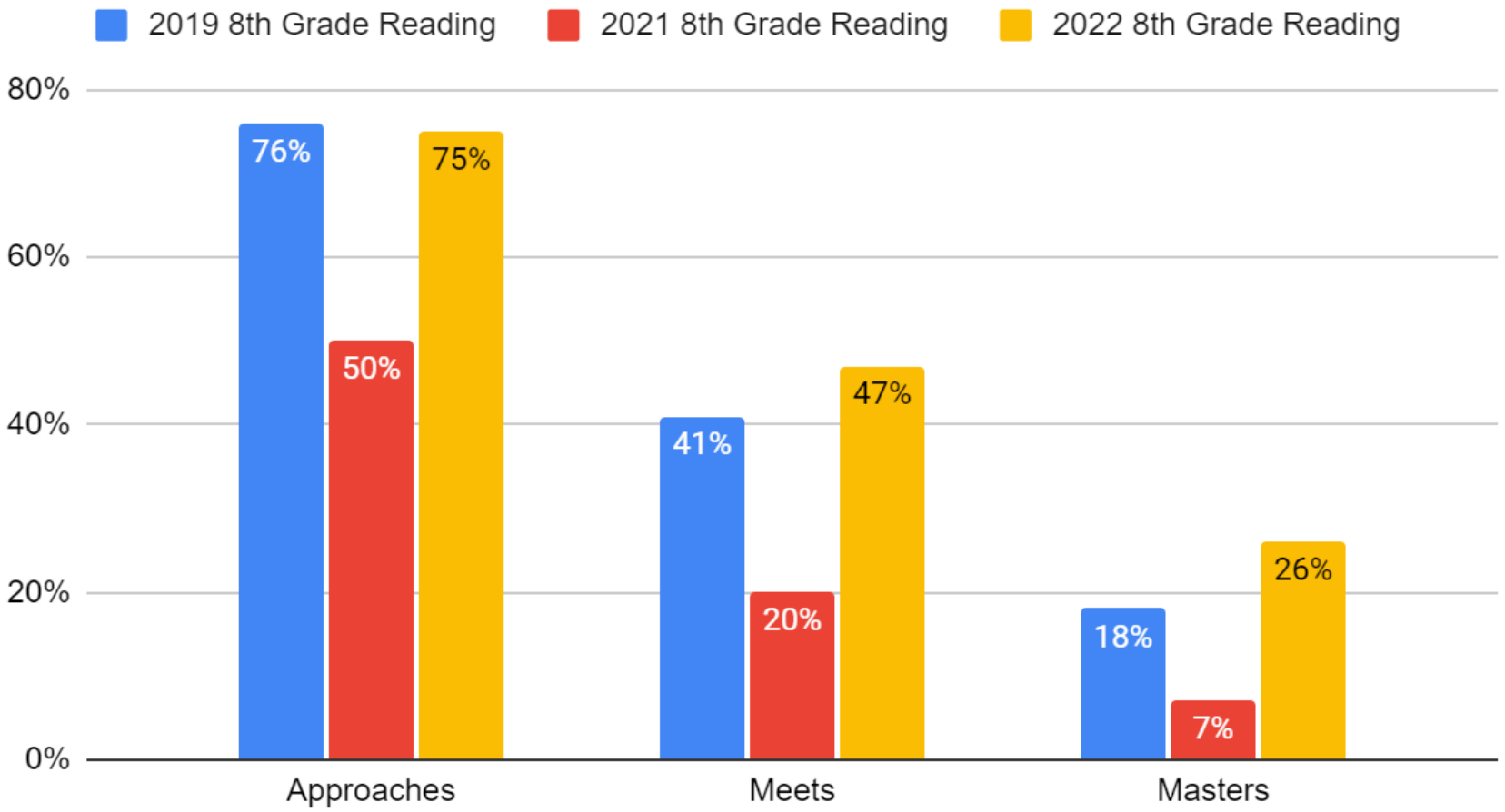
7th Grade Reading 2019 vs. 2021 vs. 2022



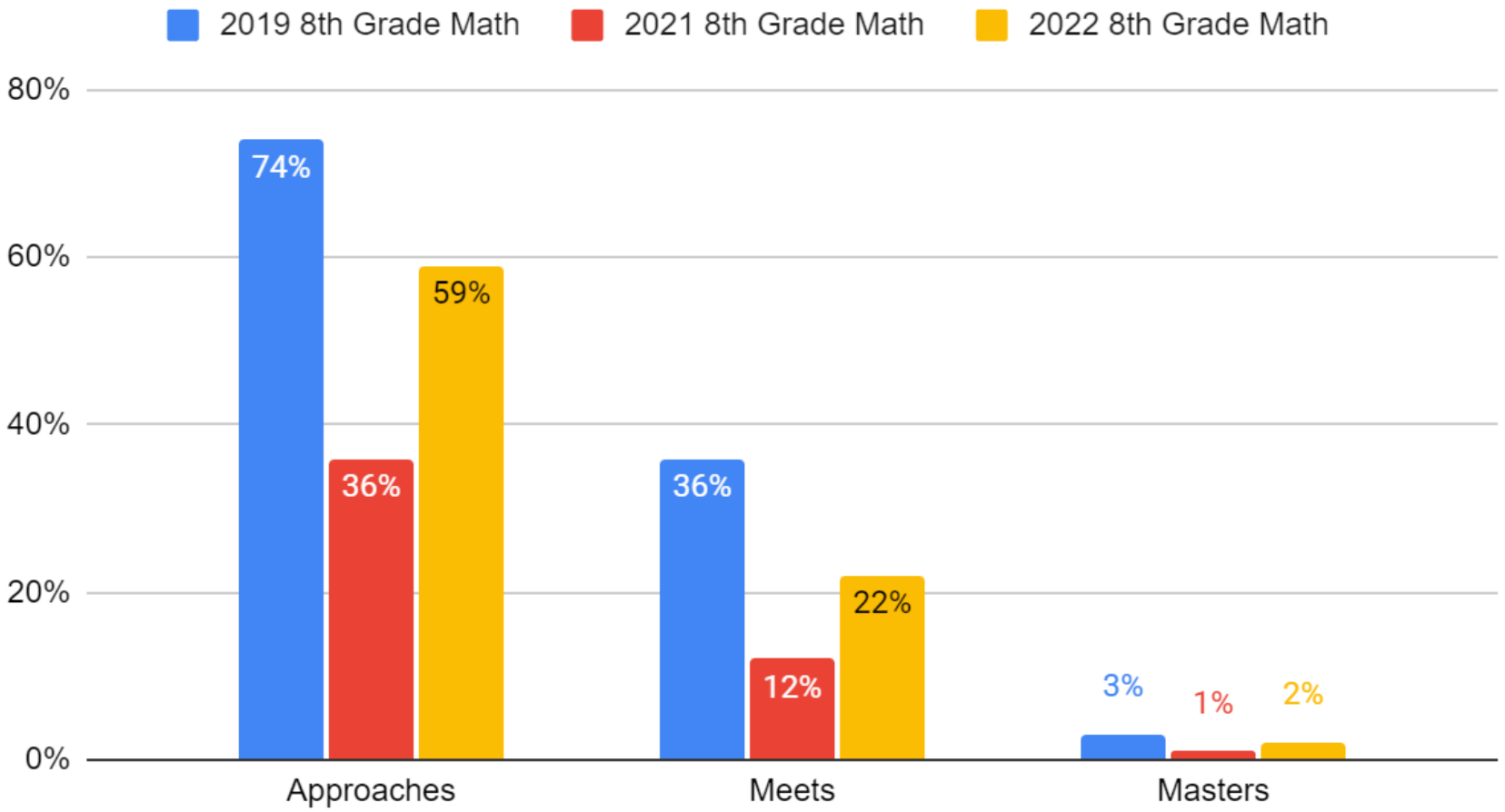
7th Grade Math 2019 vs. 2021 vs. 2022



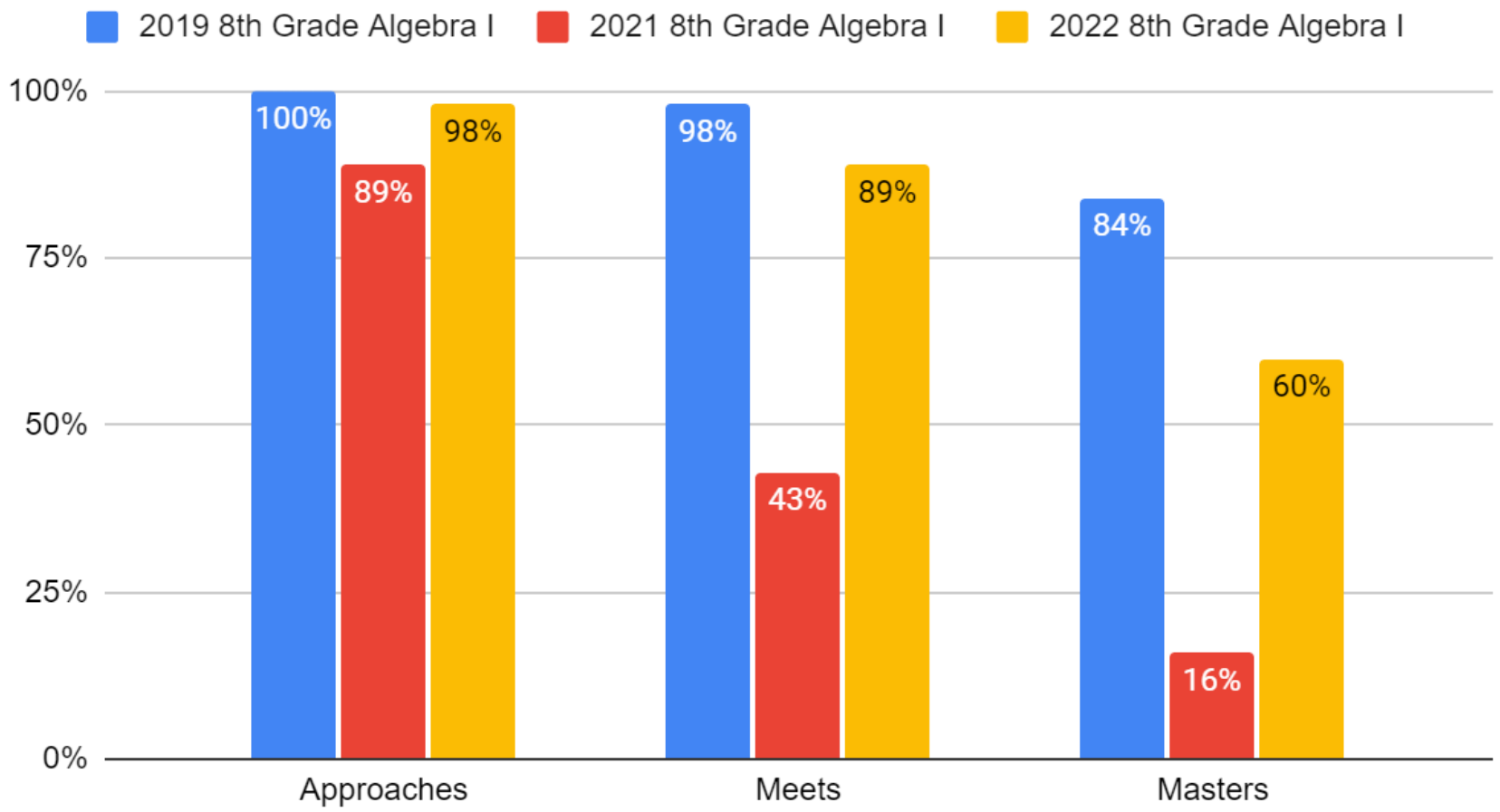
8th Grade Reading 2019 vs. 2021 vs. 2022



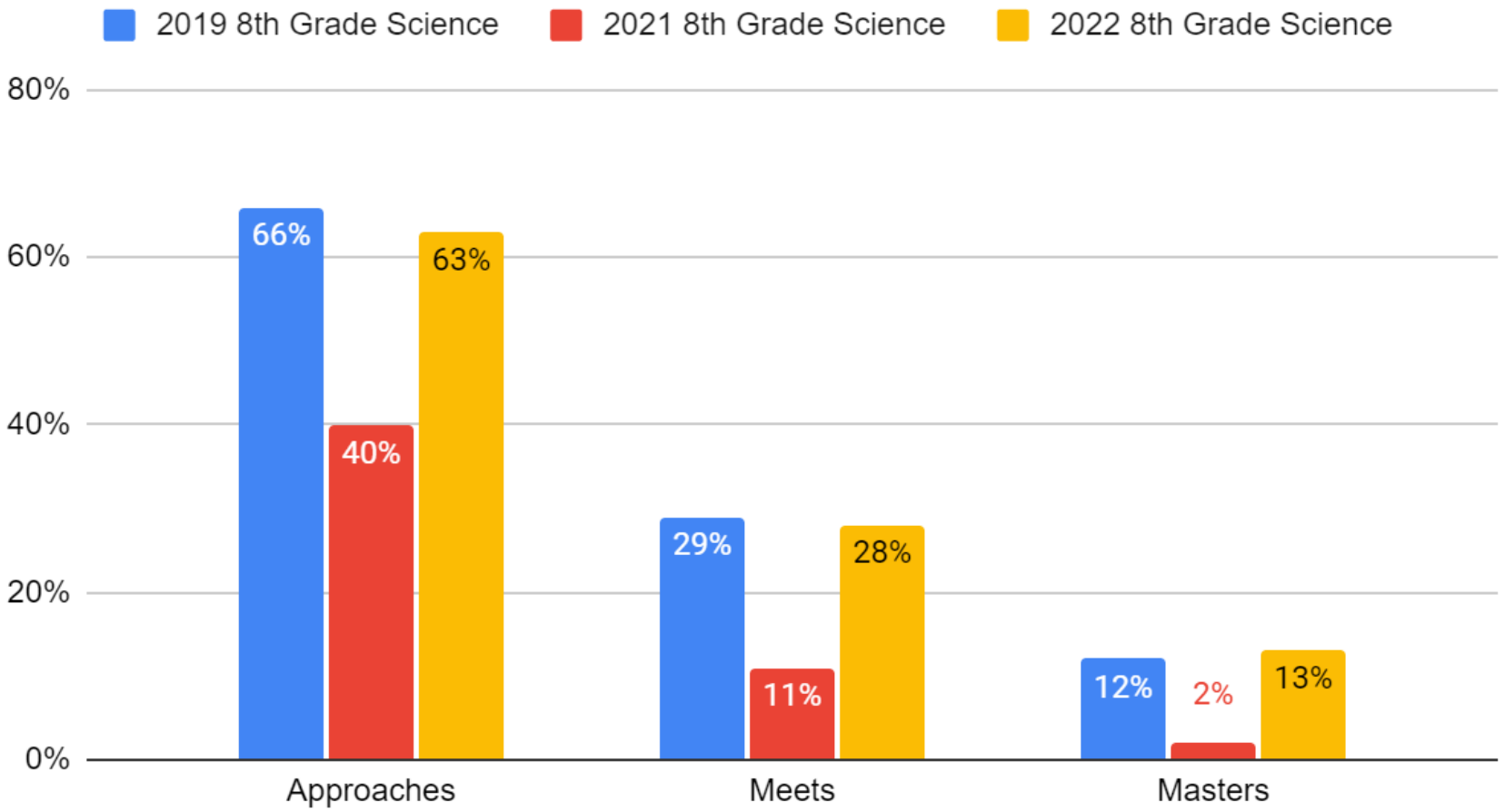
8th Grade Math 2019 vs. 2021 vs. 2022



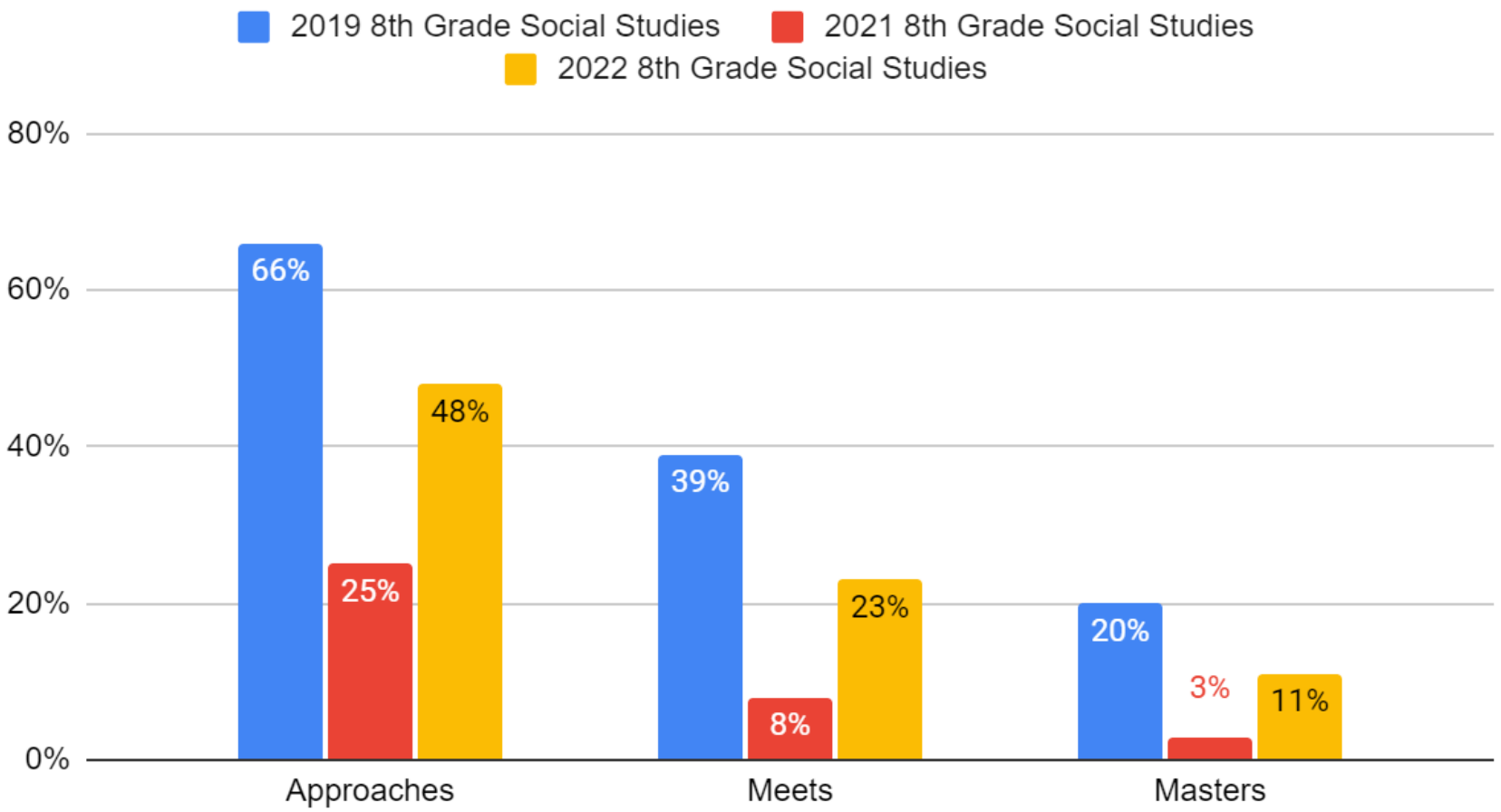
8th Grade Algebra I 2019 vs. 2021 vs. 2022



8th Grade Science 2019 vs. 2021 vs. 2022

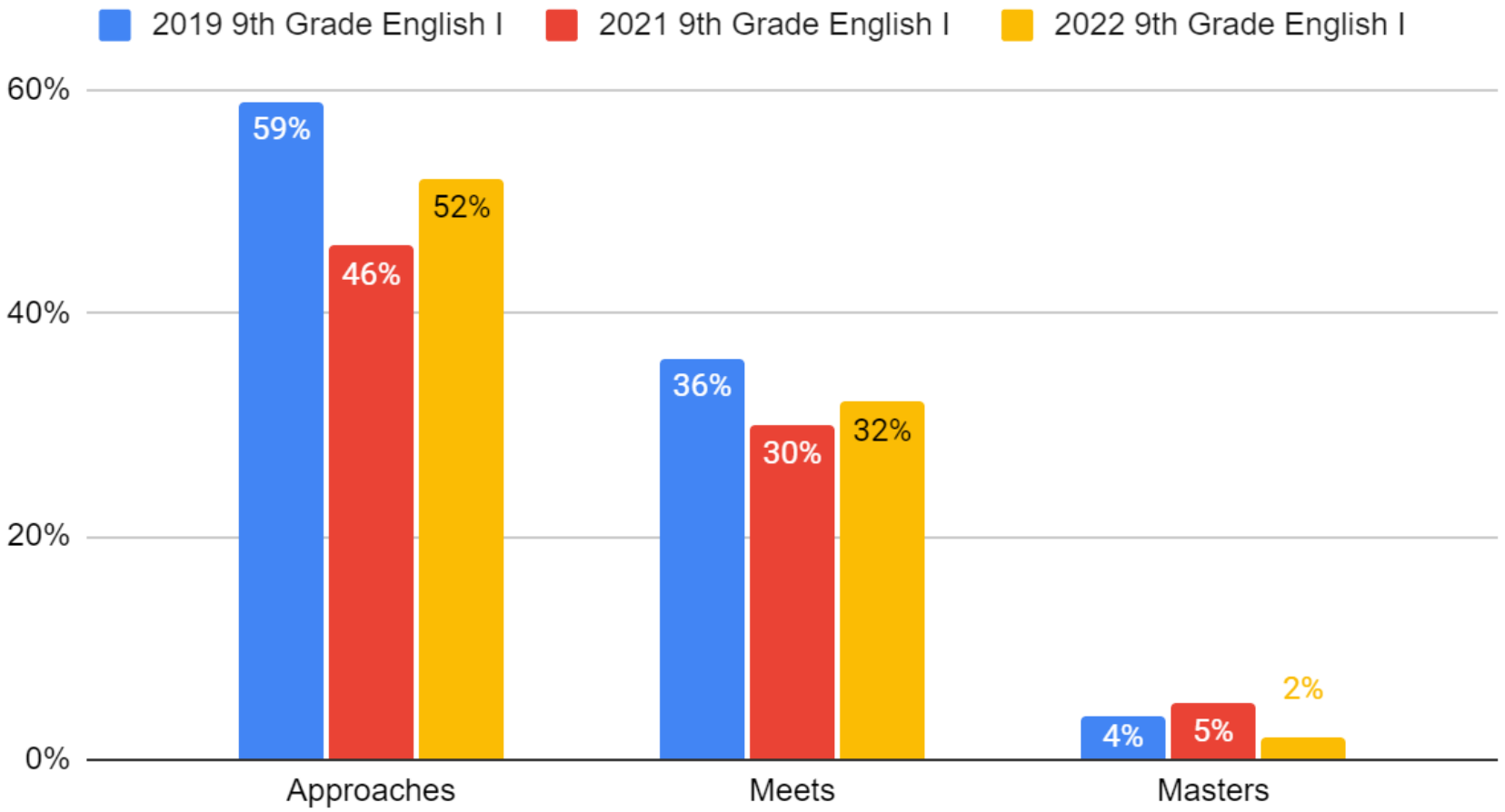


8th Grade Social Studies 2019 vs. 2021 vs. 2022

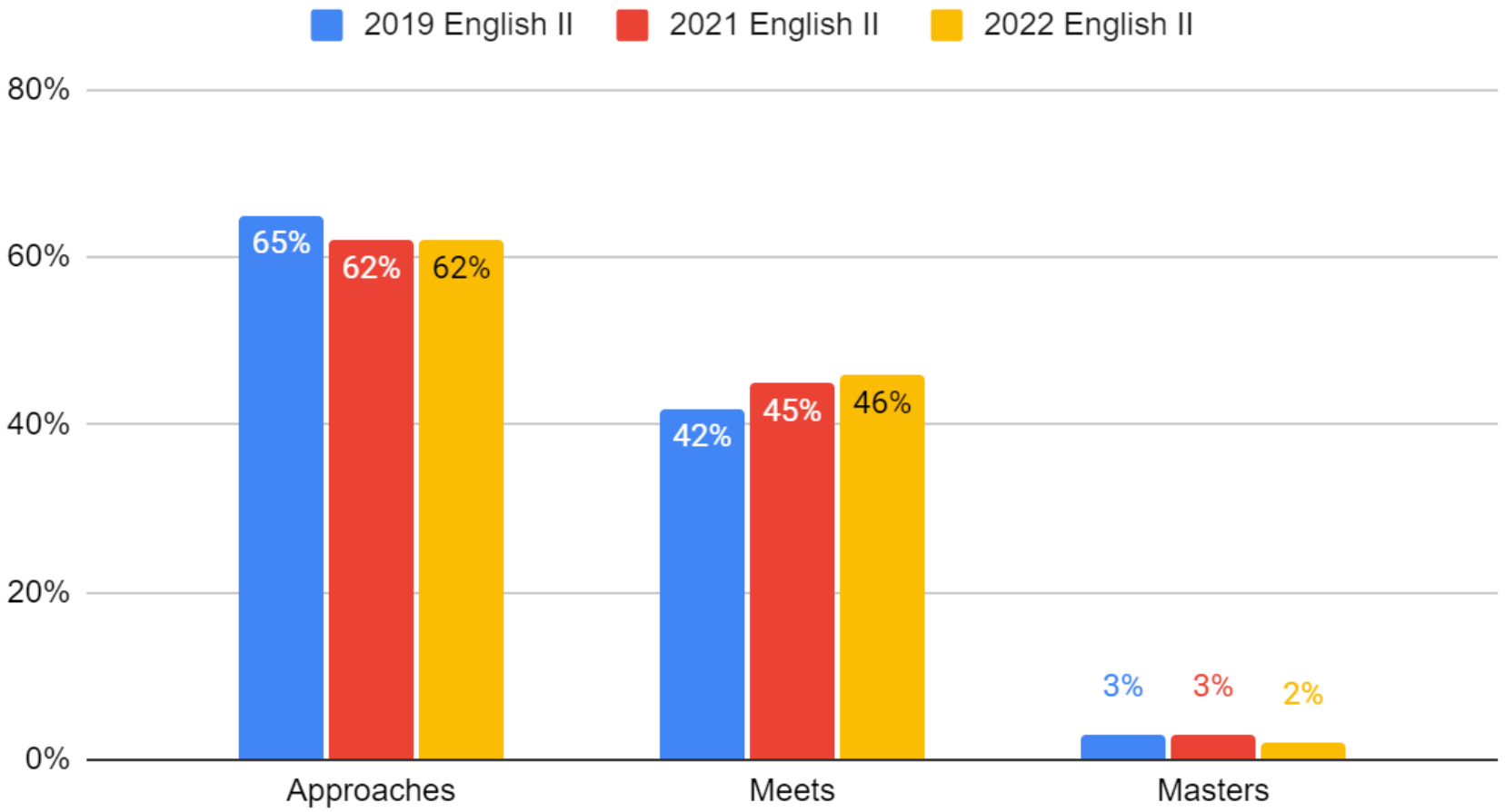


CSHS

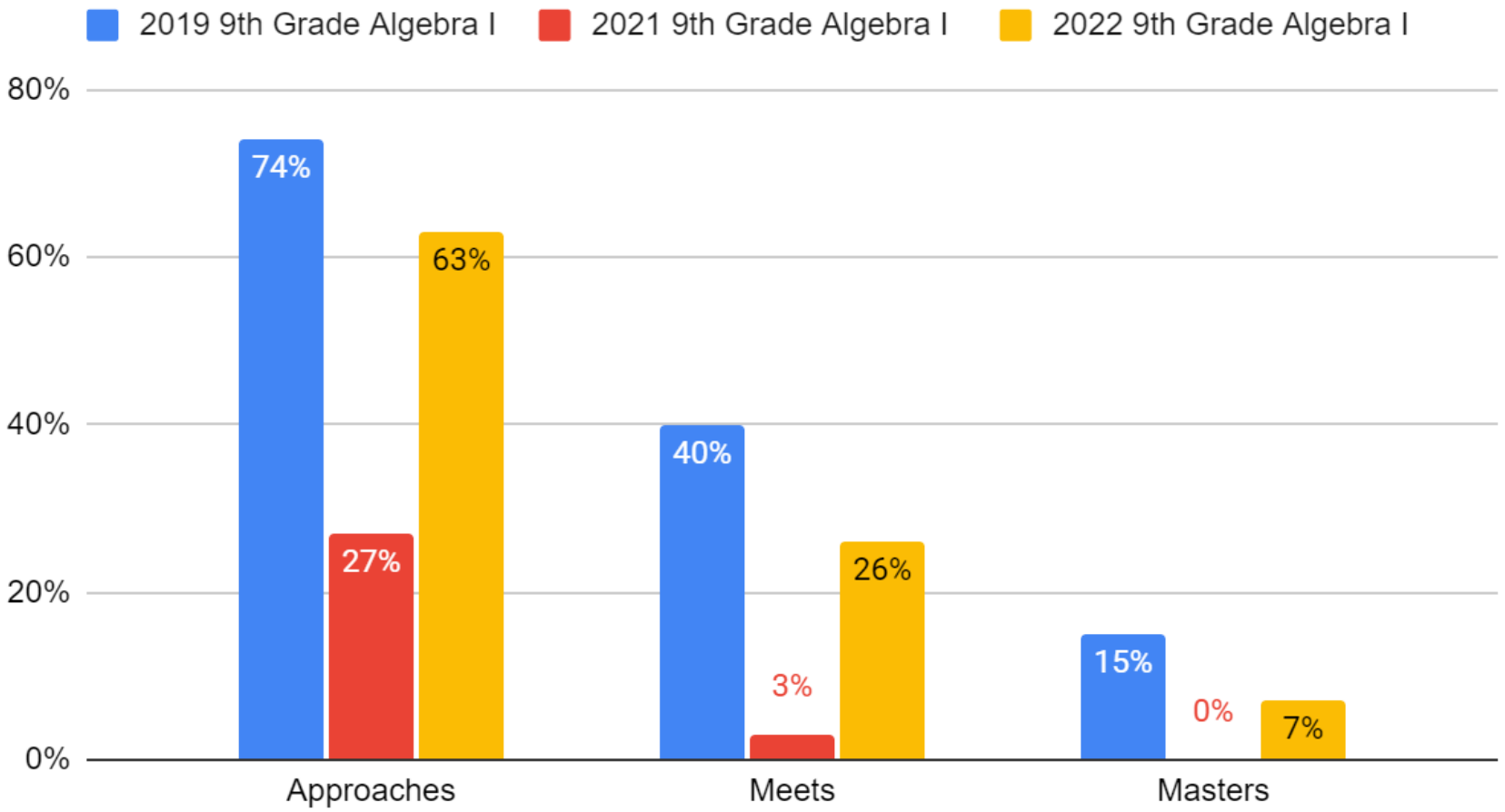
English I 2019 vs. 2021 vs. 2022



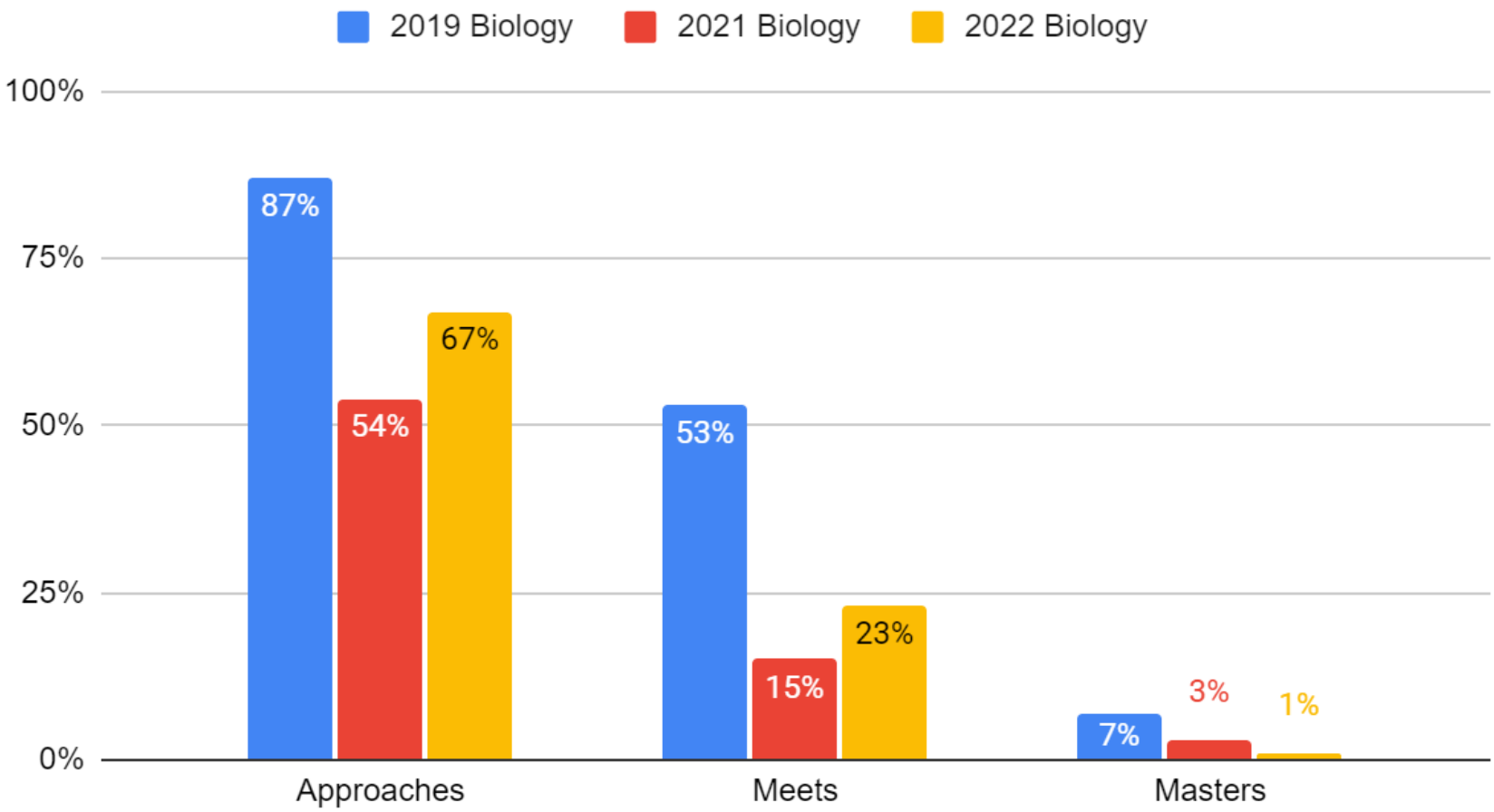
English II 2019 vs. 2021 vs. 2022



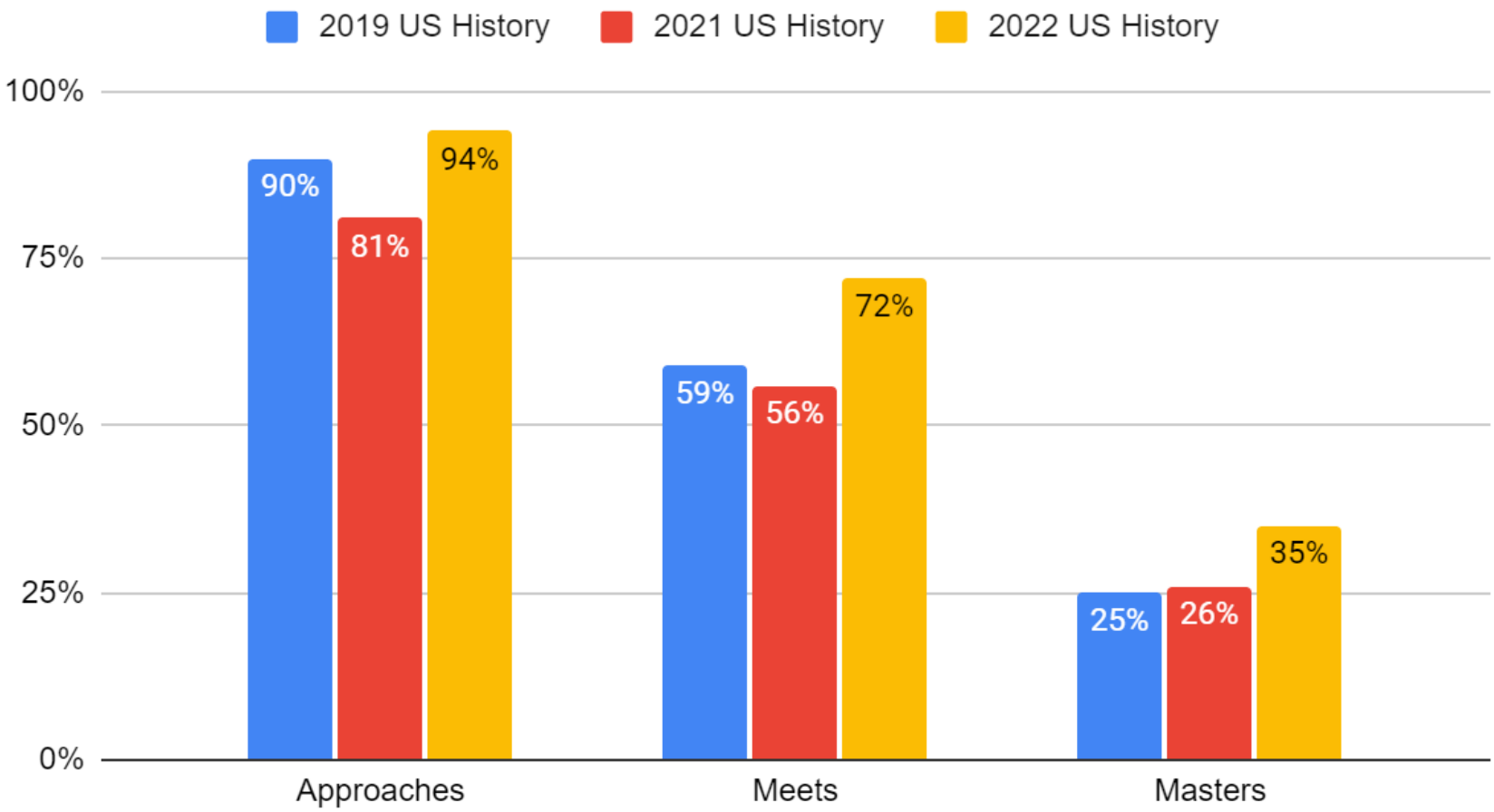
9th Grade Algebra I 2019 vs. 2021 vs. 2022



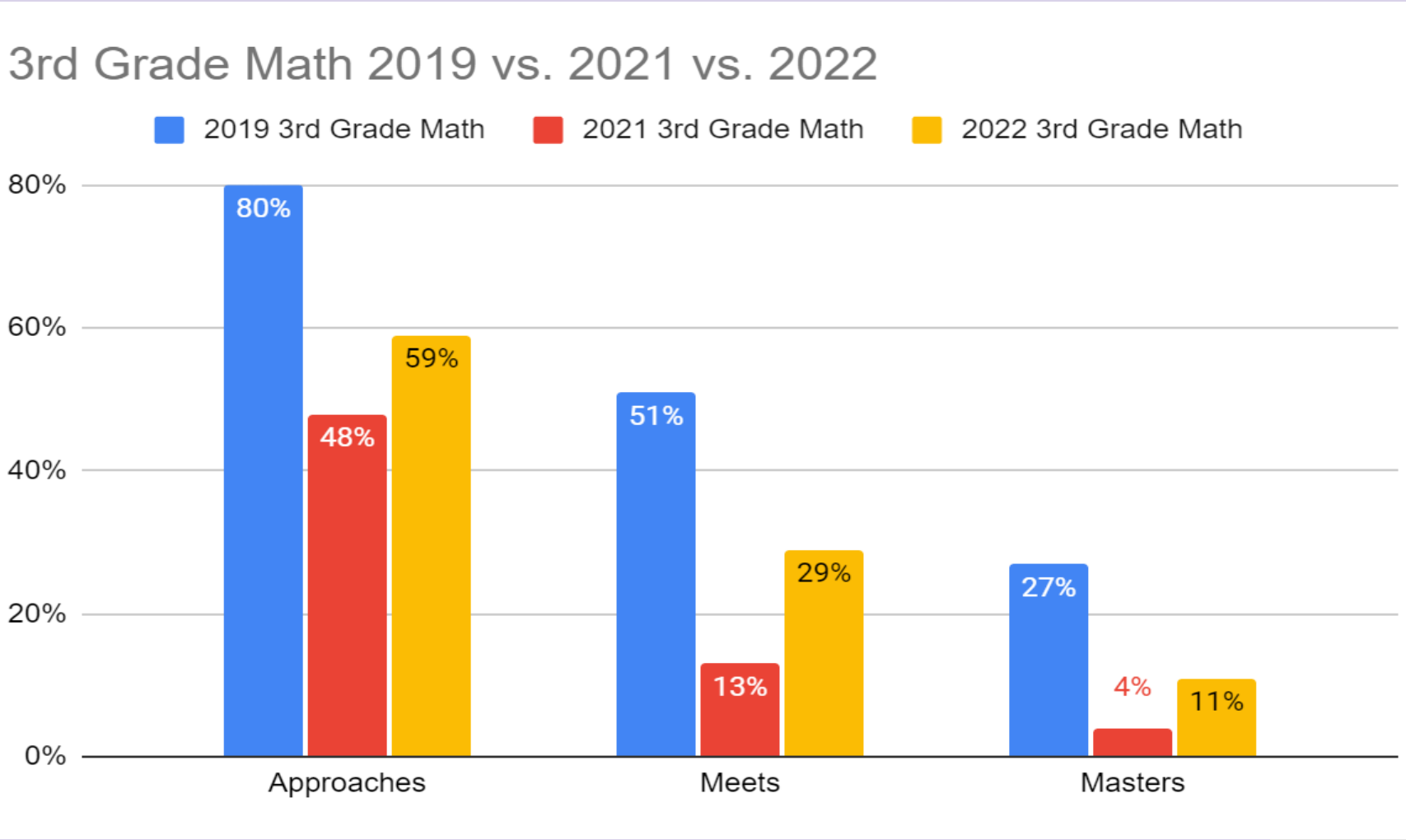
Biology 2019 vs. 2021 vs. 2022



US History 2019 vs. 2021 vs. 2022



CSE
Math Scores


3rd Grade Math 2019 vs. 2021 vs. 2022
2019 3rd Grade Math
2021 3rd Grade Math
2022 3rd Grade Math
80%
60%
40%
20%
0%
80%
48%
59%
51%
13%
29%
27%
4%
11%
Approaches
Meets
Masters

CARRIZO SPRINGS CISD
2021-2022 STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

AUGUST				
2	3	NEW TEACHER ORIENTATION 4	NEW TEACHER ORIENTATION 5	NEW TEACHER ORIENTATION 6
	What: TEST HOUND TRAINING Who: CTC's/Campus Principals/ IOs/ SpEd Director Venue: Superintendent's conference room Time: 8:30am - 3:00 pm	What : New Teacher Orientation Who: New Teachers Venue: HS LIBRARY Time: 8:00am-3:30pm	What: New Teachers Training Who: New teacher/ IOs/Student Services/Technology Venue: HS Library Time: 8:00am -3:30 pm	What: COACHING TRAINING Who: IOs Venue: IO room Time: 8:00am -3:30 pm **RESCHEDULED**
	What : Quantile Analysis/Leadership Reports Who:CSHS Admin Team Venue: DH Classroom Time: 1:30-2:30	What : Quantile Analysis/Leadership Reports Who:CSI Admin Team Venue: CSI Library Time: 8:00am-9:00am		
TEACHER WORK DAY 9	STAFF DEVELOPMENT 10	STAFF DEVELOPMENT 11	STAFF DEVELOPMENT 12	STAFF DEVELOPMENT 13
	What : SHARON WELLS Who: 2nd-3rd grade Teachers 4th- 5th grade teachers Venue: VIRTUAL Time: 2nd/4th - 8:30-11:30 am session 3rd/ 5th - 12:30-3:30 pm session	What: HMH -SAXON Phonics PD for CSE K-2 teachers Venue: Webinar • Start Time: 8:00:00 AM (CST) • End Time: 10:00:00 AM (CST) • Session Title: 'Saxon Phonics and Spelling Getting Started Live Online 2-Hours Grades K-2 (319676)' • Session Code: e319676 • Session Link: https://hmhco.zoom.us/j/98135056169?pwd=S0lneUdoLzA4dzc1ZnN4WDlRQ2ZsQT09 • Password: ntP*ywyP9 • Sign-in: At the beginning of your session, sign-in at http://learn.hmhco.com/signin ○ Sign-in is required to receive a Certificate of Completion • Session Feedback: At the end of your session, provide feedback at http://eval.hmhco.com	What: Parent Family Engagement Building Capacity Who: All Teachers Venue: High School Time: CSE/CSI 10:00 -12:00 & JH/HS 7:45 - 9:45 **CANCELLED**	What: CSCISD Convocation Who: All Employees Venue: HS Cafeteria/Auditorium Time: 8-9am Breakfast Convocation-9:00am
	What:TCMPC ICAPP Resources Who: 6-8 Math Teachers Venue: Virtual Training Time: 8:30-11:30am Join Zoom Meeting https://esc-20.zoom.us/j/88020233289?pwd=T1RUaFV5elA1Y2F3REYySGwrMWhRdz09	What: Summit K-12 Listening Speaking (refresher) Who: K-12 bilingual Venue: Zoom Time: 1:15-3:15pm https://us02web.zoom.us/j/85398973084 Meeting ID: 853 9897 3084	What: Overview IEP/Documentation/Accommodations Who: Gen Ed Teachers (3 Ts per grade level) Venue: CSI Cafeteria Time: 1:00-2:30 (CSE & CSI); 2:30-4:00 (JH & HS)	What: TBA at Convocation Who: Venue: Time:
	What : PEARLIZED MATH Who : K-1st Grade Teachers Venue: CSE Time : Kinder- 8:00-11:00 am session 1st grade - 12:00-3:00 pm session	What: FROG STREET Who: CSE PK teachers Venue: Webinar Time: 8:00-12:00pm **TEACHERS MUST REGISTER by AUGUST 10, 2021 for this session** https://www.eventsquid.com/event/12662	What: SEL Plan for Reopening Who: SEL Committee Venue: CSE Staff PD Training Room Time: 8:30-3:30 **RESCHEDULED**	What: TBA at Convocation Who: Venue: Time:
	What: Autism Training Who: All AU teachers and paras Venue: CSE library Time: 8:00am-4:00pm	What: Autism Training Who: All AU teachers and paras Venue: CSE library Time: 8:00am-4:00pm	What: SPED Training Who: SPED TEACHERS Venue: CSI LIBRARY Time: 8:00-12:00	What: TBA at Convocation Who: Venue: Time:
	What: EDGENUITY Training Who: 6th-12th grade Teachers Venue: ZOOM Time: Beginners -1:00-2:30 pm Advance : 2:30- 4:00pm https://edgenuity.zoom.us/j/94088341929?pwd=bWtBUHhXZTN3ckhFWjhBNkJTTzF2UT09 Meeting ID: 940 8834 1929 Passcode: 677599	What: Who: Venue: Time:	What: Sped Bus Training Who: SpEd Aides Venue: CSE Time: 1:30-3:30	What: TBA at Convocation Who: Venue: Time:

CARRIZO SPRINGS CISD

2021-2022 STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

	What: Principals' Meeting Who: All Campus Principals/AP's Venue: Google Meets Time: 1:15pm To join the video meeting, click this link: https://meet.google.com/rzv-cysi-rrx	What: Who: Venue: Time:	What: Summit K-12 Reading, Writing and the ELPS-Ms.S. Luera Who: K-12 bilingual and (sped teachers, if you have EL/SPED Ss) Venue: Zoom Time: 2:30-4:00pm Join Zoom Meeting https://us02web.zoom.us/j/86062515728 Meeting ID: 860 6251 5728	What: TBA at Convocation Who: Venue: Time:
	What: Who: Venue: Time:	What: Who: Venue: Time:	What: GT Training Who: All GT teachers on PBL team (6hr update) Venue: Zoom Time: 8:30-3:30 Register in advance for this meeting: https://esc-20.zoom.us/meeting/register/tZUuf-ytrzkrEtEp5eKtRww0H3NoNpfjWAog	What: TBA at Convocation Who: Venue: Time:
	What: Who: Venue: Time:	What: Who: Venue: Time:	What: SKYWARD- MASTER SCHED/STUDENT SCHED Who: Principals, Asst.Principals/ Counselors/PEIMS/Secretary (All who work with master schedule and scheduling) Venue: Zoom Time: 8:30-3:00PM https://skyward.webex.com/skyward/j.php?MTID=maeb0af239e96d38792c05522356da7bf Join by meeting number Meeting number (access code): 145 103 8764 Meeting password: aug12.	What: TBA at Convocation Who: Venue: Time:
CAMPUS PLANNING 16	**CAMPUS PLANNING 17**	**CAMPUS PLANNING 18**	**CAMPUS PLANNING 19**	**TEACHER WORK DAY 20**
What: READING ACADEMIES Who: CSE TEACHERS Venue: CSE CAFETERIA Time: 8:00-4:00	What: READING ACADEMIES Who: CSE TEACHERS Venue: CSE CAFETERIA Time: 8:00-4:00	What: READING ACADEMIES Who: CSE TEACHERS Venue: CSE CAFETERIA Time: 8:00-4:00	**RESCHEDULED** What: Counselor Planning Session 21-22 School Year Who: All District Counselors Venue: JH Multipurpose Room Time: 8:00-3:30pm	What: Who: Venue: Time:
What: CSJH Health Screener Presentation Who: Venue: JH Library Time: 8:30am	What: Who: Venue: Time:	What: Who: Venue: Time:		What: Who: Venue: Time:
What: CSHS Health Screener Presentation Who: HS Staff Venue: HS Library Time: 9:30 am	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
23	**24**	**25**	**26**	**27**
What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: 7 mindsets Presentation Who: Counselors, Principals, Asst. Principals Venue: JH Multipurpose Room Time: 10:00-11:00am https://us06web.zoom.us/j/89661140712?pwd=TEttcmVGc1QzaU5uVERhN000VEZJUT09&from=addon
What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Counselor Planning Session 21-22 School Year Who: All District Counselors Venue: Superintendent Conference Room Time: 8:30-3:30

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SEPTEMBER	CURRICULUM DEPARTMENT	FEDERAL PROGRAMS	SPECIAL ED DEPARTMENT	HUMAN RESOURCES	CAMPUS
1	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
2	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
3	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
7	What: READING ACADEMIES Who: CSE TEACHERS Venue: Time:	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
8	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
6	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
7	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
8	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:

CARRIZO SPRINGS CISD
STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

October	CURRICULUM DEPARTMENT	FEDERAL PROGRAMS	SPECIAL ED DEPARTMENT	STUDENT SERVICES	CAMPUS
ber 1 STAFF DEVELOPMENT	What : SHARON WELLS Who: 2nd-3rd grade Teachers 4th- 5th grade teachers Venue: VIRTUAL Time: 2nd/4th - 8:30-11:30 am session 3rd/ 5th - 12:30-3:30 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : School Health Advisory (SHAC) Meeting Who : Various CSCISD Staff Venue: RESCHEDULED FOR OCT 4 Time : 10:30 a.m.	What: HS EOC test attributes file compilation Who: HS CTC & CSCISD DTC Venue: C&I Office Time: 8:30-3:30
	What : PEARLIZED MATH Who : K-1st Grade Teachers Venue: CSE Time : Kinder- 8:00-11:00 am session 1st grade - 12:00-3:00 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What :When Writers Drive the Workshop (Book Study) Who : 4-6 ELAR Teachers Presenters: Elizabeth Gonzalez/Margarito Ayala Venue: CSI Time : 8:30-11:30am	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Counselors Meeting Who : Counselors Venue: Superintendents Conference Room Time :1:00-3:00 PM	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : PLC meeting Who : RVelasquez and Principals Venue: Google Meet Time : 10:30-11:30am meet.google.com/spc-csip-qvw	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Interactive Panel 101 Training Who : Principals will designate TEACHERS (ClearTouch) Venue: Zoom: 10:00am https://tinyurl.com/yzmubcn3 /1:00PM https://tinyurl.com/zahutsd2 Time : 10:00am-11:00am or 1:00pm-2:00pm	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
4	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD

STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

11	What : RENAISSANCE -Star program navigation Who : Instructional Officers Venue: Zoom Time : 10:30 am - 12:00pm Meeting Link: https://renaissance.zoom.us/j/93555805487?pwd=ejFiRnZmYkoyUytEcXBJTXZXbzZpUT09&from=addon	What : Who : Venue: Time :	What : MTSS TRAINING 1/2 DAY Who : Admin, Interventionists, Dyslexia Ts, Counselors,GE Ts (Principal assigns) Venue: CSI LIBRARY Time : 9:00-12:00	What : Who : Venue: Time :	What : Who : Venue: Time :
12	What : Renaissance ROLL OUT Who : HS Teachers Venue: HS Time : Teacher conference time Evaluation: https://bit.ly/2WPhPJ7	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
13	What : Renaissance ROLL OUT Who : CSI Teachers Venue: CSI Time : Teacher conference time Evaluation: https://bit.ly/2WPhPJ7	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
14	What : Renaissance ROLL OUT Who : CSJH Teachers Venue: JHTime : Teacher conference time Evaluation: https://bit.ly/2WPhPJ7	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
15	What :Renaissance Star Program Navigation Who : Interventionist, Elementary and Secondary teachers Venue: Zoom Time : 1:00-2:30 pm •Meeting Link/URL: https://renaissance.zoom.us/j/93925913023?pwd=UU9JWjNxc1ZwRzFMYmUzeEhYRStJdz09&from=addon	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD

STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

19	What : Renaissance Lalilo Program Who : IOs (TOT model) training will be provided to teachers at the campus during scheduled planning time Venue: Zoom Time : 3:30-4:30 Meeting Link: https://renaissance.zoom.us/j/95569882023?pwd=a0RUVHEwTkt3Yk0rajhkRmcxN2pSUT09&from=addon	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
25	What : Renaissance ROLL OUT Who : CSETeachers Venue: CSE Time : Teacher conference time Evaluation: https://bit.ly/2WPhPJ7	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
26	What : Renaissance ROLL OUT Who : Interventionists Venue: C&I Office Time : 9:00 am-12:00pm Evaluation: https://bit.ly/2WPhPJ7	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD

STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

November	CURRICULUM DEPARTMENT	FEDERAL PROGRAMS	SPECIAL ED DEPARTMENT	HUMAN RESOURCES	CAMPUS	FINANCE
2	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
3	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
4	What : Who : Venue: Time :	What : Who : Venue: Time :	What : CPI TRAINING Who: PAULINE RITCHIE Venue: CSE PROFESSIONAL DEVELOPMENT ROOM Time : 1/2 VIRTUAL; 1 DAY F2F	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
5	What: Dec. EOC Testing Meeting Who: Campus Principal & CTC Venue: HS Time: 3:00pm	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : SHARON WELLS Who: 2nd-3rd grade Teachers 4th- 5th grade teachers Venue: VIRTUAL Time: 2nd/4th - 8:30-11:30 am session 3rd/ 5th - 12:30-3:30 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : PEARLIZED MATH Who : K-1st Grade Teachers Venue: CSE Time : Kinder- 8:00-11:00 am session 1st grade - 12:00-3:00 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What: GT PBL Meeting /Planning Who: All GT PBL teachers Venue: JH library Time: 8:30-3:30	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : May the Fours be with you writing training Who : CSI ELAR Teachers (4-6th) Venue: TBA Time : 8:30-3:30pm	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD

STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

v 8 **STAFF DEVELOPMENT**	What : Counselors Planning Meeting Who : All CSCISD Counselors Venue: Superintendent Conf Room Time: 8:30-3:30	What : Who : Venue: Time :	What : CPI Training Who : Principal Selected Participants Venue: Jr. High Band Hall Time : 8:30-3:30	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : RENAISSANCE MyON Training Who : 1st- 8th grade TEACHERS Venue: ZOOM Time : 8:30-10:00 am Meeting Link: https://renaissance.zoom.us/j/93160754724?pwd=VWZGNDAwcXBrbThSVmNnUnVIc2NtZz09 Password: 228033	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : RENAISSANCE FRECKLE Training Who : K- 8th grade TEACHERS Venue: ZOOM Time : 1:00-2:30 pm Meeting Link: https://renaissance.zoom.us/j/99102898763?pwd=b2l2S2VVNDZpWEdYcVdsajFFVGhkdz09 Meeting ID: 991 0289 8763 Meeting Password (if prompted): 201919	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What: RSSP: Conducting Data Driven PLC.s Part II Who: All CSCISD Administrators and IO's Venue: ZOOM Time: 10:00-11:00 am	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What: Renaissance Learning Meeting with Jerry Karacz Who: Instructional Officers Venue: Zoom Time: 11:30-12:00pm	What : Who : Venue: Time :	What : Who : Venue: Time :		What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : STAAR Test Security Training Who CSHS Staff not assigned Venue:CSHS Library Time : 8:30-11:30 am	What : Who : Venue: Time :

CARRIZO SPRINGS CISD

STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

10	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
11	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
12	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
15	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD
STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

JANUARY	CURRICULUM DEPARTMENT	FEDERAL PROGRAMS	SPECIAL ED DEPARTMENT	HUMAN RESOURCES	BUSINESS OFFICE	CAMPUS
3	What : District Leaders' PD on Raising Student Achievement Who : Principals, Vice Principals and selected Staff Venue: Superintendent conference room Time : 9:00am - 4:00pm	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
JANUARY4 PROFESSIONAL DEVELOPMENT	What : HMH Writables Training Who : 6th- 8th grade Teachers Venue: ZOOM Time :8:30-10:30 am Zoom Info: Session Link: https://hmhco.zoom.us/j/89261185071?pwd=VzJnWmRWekpQYTQzOUtnaWlkUnU4UT09	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What: Skyward Training-GRADEBOOK, ATTENDANCE, ETC Who: CSE Venue: STAFF DEV. TRAINING ROOM Time: ALL DAY
	What : SHARON WELLS Who: 2nd-3rd grade Teachers 4th- 5th grade teachers Venue: VIRTUAL Time: 2nd/4th - 8:30-11:30 am session 3rd/ 5th - 12:30-3:30 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What: Skyward: Discipline/Behavior Refresher/Q&A Who: Vice Principals Venue: Webex meeting invitation Join from the meeting link https://skyward.webex.com/skyward/j.php?MTID=m1a236845e3cbab9264944d42efe97ce3 Join by meeting number Meeting number (access code): 2598 182 0466 Meeting password: jan4. Time:Tuesday, January 4, 2022 2:00 PM | (UTC-06:00) Central Time (US & Canada) | 2 hrs

CARRIZO SPRINGS CISD
STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

FEBRUARY	CURRICULUM DEPARTMENT	FEDERAL PROGRAMS	SPECIAL ED DEPARTMENT	HUMAN RESOURCES	BUSINESS OFFICE	CAMPUS
3	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
4	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
10	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : SHARON WELLS Who: 2nd-3rd grade Teachers 4th- 5th grade teachers Venue: VIRTUAL Time: 2nd/4th - 8:30-11:30 am session 3rd/ 5th - 12:30-3:30 pm session **2nd GRADE** - Register in advance for this meeting: https://sharonwells.zoom.us/meeting/register/tZUqfu-prDsrHNczbYkUZlv1CM3L6Q3DdIy9 **3rd GRADE -** Register in advance for this meeting: https://sharonwells.zoom.us/meeting/register/tZ0vde6urz8rGNSAhsLfSOw3SIEQS8yfqEhT **4th GRADE** - Register in advance for this meeting: https://sharonwells.zoom.us/meeting/register/tZ0odO6hrz8iG91o84Qfh20NAqUTJJFuFotl **5th GRADE -**Register in advance for this meeting: https://sharonwells.zoom.us/meeting/register/tZwof-	What : Who : Venue: Time :	What : SPED Training Who : SPED Teachers Venue: CSE PD Room Time : 8:30-11:30	What : Who : Venue: Time :	What : Who : Venue: Time :	What : TELPAS Calibration Who : HS TELPAS Raters (6 Teachers) Venue: Testing Room A100 Time : 8:30-3:00

CARRIZO SPRINGS CISD
STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

FEB 11 PROFESSIONAL DEVELOPMENT	What : PEARLIZED MATH Who : K-1st Grade Teachers Venue: CSE VIRTUAL Time : Kinder- 8:00-11:00 am session 1st grade - 12:00-3:00 pm session **KINDER** - Join Zoom Meeting https://us02web.zoom.us/j/81502235013?pwd=c0lObGNEd1dEMjFibGhodzFLbVJDUT09 **1st GRADE** - Join Zoom Meeting https://us02web.zoom.us/j/89145081074?pwd=ZW8vZElTSlpNUUhOazVPSEpYbTlXZz09	What : Who : Venue: Time :	What : CPI Training Who :CPI Designees Venue: Jr. High Gym Time : 8:30-3:30	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Compliance Modules Who : HS Staff notified by Principal Gonzalez Venue: Online-ESC Reg. 20 University Time : 8:30-4:00
	What : PROCLAMATION 2022- PE Health Adoption Who : All PE Coaches/Health/ Athletic Director Venue: HS Library Time : 9:00am -2:00pm (Please bring your laptop)	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What:RSSP III Meeting Who: Principals, Assistant Principals, Sped Director, Technology Director, Stud. Serv. Director, GLC/DH for Math & Reading 3-12, IO's, C&I Director Venue: Virtual (link will be provided) Time: 2:00pm-3:00pm	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
14	What: READING ACADEMIES Who: CSE TEACHERS Venue: Time:	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What: GT PBL Meeting /Planning Who: All GT PBL teachers Venue: JH Library Time: 8:30-3:30 (Tentative) CANCELLED	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What:RSSP III Meeting Who: Principals, Assistant Principals, Sped Director, Techn tud. Serv. Director, GLC/DH for M 12, IO's, C&I Director Venue: Virtua ded) Time: 3:00pm-4:00pm CANCELLED	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD

STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

DEVELOPMENT	What : PEARLIZED MATH Who : K-1st Grade Teachers Venue: CSE Time : Kinder- 8:00-11:00 am session 1st grade - 12:00-3:00 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : SIOP Training Who : Elementary Teachers (K-6th); Secondary Teachers (7th-12th) Venue: Zoom Time : Elementary -8:30- 11:30am ; Secondary Teachers -12:30-3:30pm **PK-6th Elementary AM** Join Zoom Meeting https://esc-20.zoom.us/j/82651754948?pwd=amZZN0JWNVgyL1FsS0wzbWtSelVMdz09 Meeting ID: 826 5175 4948 Passcode: 620250 **7th-12th - Secondary PM** Join Zoom Meeting https://esc-20.zoom.us/j/81923355215?pwd=dWZtKzZCTDlzbWhhYnh6aHBrQ0NMZz09 Meeting ID: 819 2335 5215 Passcode: 754876 Attendance https://bit.ly/3xmnDX5 before the session Evaluation : https://bit.ly/2WPhPJ7 after the training session.	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
	What : Instructional Officers-Domain 2 Training Who : All Instructional Officers Venue: C&I office Time : 8:00am -12:00pm					
	What : Counselors Meeting Who : All Counselors Venue: High School Conference Room Time : 8:00am -12:00pm					
5	What: Skyward Training-GRADEBOOK, ATTENDANCE, ETC Who: CSI/JH Venue: Library Time: CSI-AM only:JH-PM only	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
6	What: Skyward Training-GRADEBOOK, ATTENDANCE, ETC Who: HS Venue: Library Time: All Day	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
19	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :

CARRIZO SPRINGS CISD
STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

MARCH	CURRICULUM DEPARTMENT	EDERAL PROGRAM	PECIAL ED DEPARTMEN	MAN RESOURC	CAMPUS
4	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
5	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
11	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
12	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
21	What: READING ACADEMIES K-3 Who: CSE TEACHERS/Admin Venue: CSE Time: Full day	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:
	What: Threat Assessment Exercise Who: Counselors, Campus Admin and District Police Officers Venue: CSI Library Time: 9:00am-4:00pm	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Countdown to STAAR planning Who: Teaachers in grades 3-8 (testing dates May 5-20) Venue: CSI, JH Time: Full day

CARRIZO SPRINGS CISD
STAFF DEVELOPMENT / CAMPUS PLANNING SCHEDULE

APRIL	CURRICULUM DEPARTMENT	FEDERAL PROGRAMS	SPECIAL ED DEPARTMENT	HUMAN RESOURCES	CAMPUS
1	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
2	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
3	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
14	What : SHARON WELLS Who: 2nd-3rd grade Teachers 4th- 5th grade teachers Venue: VIRTUAL Time: 2nd/4th - 8:30-11:30 am session 3rd/ 5th - 12:30-3:30 pm session **2nd GRADE** - Register in advance for this meeting: **3rd GRADE -** Register in advance for this meeting: **4th GRADE** - Register in advance for this meeting: **5th GRADE -**Register in advance for this meeting:	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	**What :** **Who :** **Venue:** **Time :**
	What : PEARLIZED MATH Who : K-1st Grade Teachers Venue: CSE Time : Kinder- 8:00-11:00 am session 1st grade - 12:00-3:00 pm session	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :	What : Who : Venue: Time :
19	What: READING ACADEMIES Who: CSE TEACHERS Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:	What: Who: Venue: Time:

Freckle

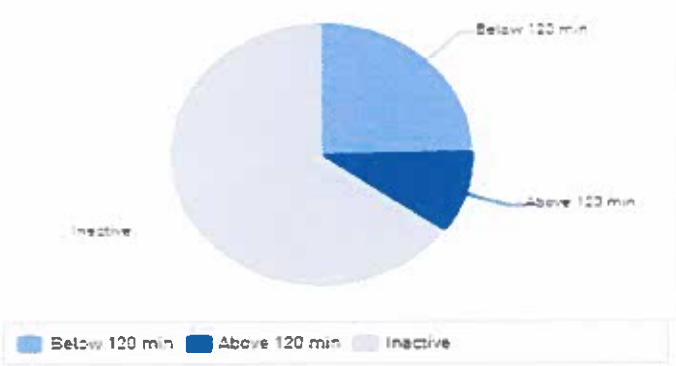
Usage by School

SCHOOL NAME	TOTAL TEACHERS	TOTAL ACTIVE STUDENTS	TOTAL SESSIONS	TOTAL MINUTES	MATH SESSIONS
Carrizo Springs Elementary School	82	531	74530	299841	50266
Carrizo Springs High School	63	347	11984	81715	2397
Carrizo Springs Intermediate	69	490	82739	407489	48399
Carrizo Springs Jr High School	39	251	9288	53024	4640

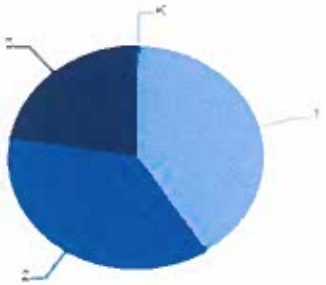
Lalilo

Usage

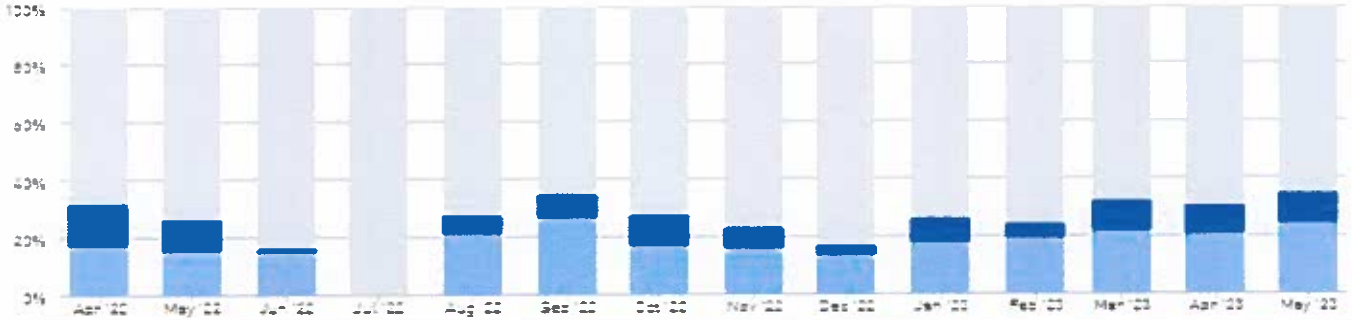
Usage | May 2023



Active students per grade | May 2023



Student usage | over time



MyON

Carrizo Springs CISD

4	1,935	207	53,292	9,418 hr
Buildings	Students	Faculty	Books Finished	Time Spent Reading

By Grade | **By Building**

District Statistics by Building

Building	Students	Faculty	Books Finished	Time Spent Reading
Carrizo Springs Elementary School	636	72	28,996	4,784 hr
Carrizo Springs High School	586	68	48	32 hr 26 min
Carrizo Springs Intermediate	452	40	21,802	3,814 hr
Carrizo Springs Jr High School	261	27	2,480	812 hr 02 min

Totals represent district activity for the current academic year beginning Jul 1, 2022

Download CSV

STAR Reading All Campuses BOY

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Reading

Generated Jun 6, 2023

School	Date Range	Demographics
Four Schools	**08/22/22–09/23/22**	**All Demographics**

District

Carrizo Springs CISD

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
School ▲	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
CARRIZO SPRINGS ELEMENTARY	616	490	80%	126	20%	37	29%	75	89	71%	22
Carrizo Springs High School	584	84	14%	500	86%	62	12%	66	438	88%	16
CARRIZO SPRINGS INTERMEDIATE	451	47	10%	404	90%	108	27%	67	296	73%	18
Carrizo Springs Junior High	261	25	10%	236	90%	34	14%	66	202	86%	15
Summary	**1912**	**646**	**34%**	**1266**	**66%**	**241**	**19%**	**68**	**1025**	**81%**	**17**

Below PR may display a dash when the PR can't be calculated for the Below Average column.

STAR Math All Campuses BOY

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Math

Generated Jun 6, 2023

School	Date Range	Demographics
Four Schools	**08/22/22-09/23/22**	**All Demographics**

District

Carrizo Springs CISD

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
School	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
CARRIZO SPRINGS ELEMENTARY	616	259	42%	357	58%	140	39%	71	217	61%	20
Carrizo Springs High School	584	118	20%	466	80%	147	32%	68	319	68%	22
CARRIZO SPRINGS INTERMEDIATE	451	43	10%	408	90%	159	39%	70	249	61%	20
Carrizo Springs Junior High	261	19	7%	242	93%	68	28%	66	174	72%	20
Summary	**1912**	**439**	**23%**	**1473**	**77%**	**514**	**35%**	**69**	**959**	**65%**	**21**

Below PR may display a dash when the PR can't be calculated for the Below Average column.

STAR Reading All Campuses MOY

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Reading

Generated Jun 6, 2023

School	Date Range	Demographics
Four Schools	**01/04/23-02/24/23**	**All Demographics**

District

Carrizo Springs CISD

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
School	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
CARRIZO SPRINGS ELEMENTARY	616	440	71%	176	29%	84	48%	72	92	52%	26
Carrizo Springs High School	584	261	45%	323	55%	36	11%	70	287	89%	17
CARRIZO SPRINGS INTERMEDIATE	451	35	8%	416	92%	105	25%	70	311	75%	17
Carrizo Springs Junior High	261	32	12%	229	88%	33	14%	63	196	86%	15
Summary	**1912**	**768**	**40%**	**1144**	**60%**	**258**	**23%**	**70**	**886**	**77%**	**18**

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STAR Math All Campuses MOY

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Math

Generated Jun 6, 2023

School	Date Range	Demographics
Four Schools	**01/04/23–02/24/23**	**All Demographics**

District

Carrizo Springs CISD

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
School	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
CARRIZO SPRINGS ELEMENTARY	616	218	35%	398	65%	205	52%	74	193	48%	21
Carrizo Springs High School	584	141	24%	443	76%	130	29%	69	313	71%	20
CARRIZO SPRINGS INTERMEDIATE	451	18	4%	433	96%	185	43%	74	248	57%	19
Carrizo Springs Junior High	261	17	7%	244	93%	93	38%	69	151	62%	23
Summary	**1912**	**394**	**21%**	**1518**	**79%**	**613**	**40%**	**72**	**905**	**60%**	**20**

Below PR may display a dash when the PR can't be calculated for the Below Average column.

STAR Reading All Campuses EOY

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Reading

Generated Jun 6, 2023

School	Date Range	Demographics
Four Schools	**04/24/23–05/25/23**	**All Demographics**

District

Carrizo Springs CISD

		Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
School	# of Students	Total	%	Total	%	Total	%	Avg	Total	%	Avg
CARRIZO SPRINGS ELEMENTARY	616	372	60%	244	40%	109	45%	72	135	55%	24
Carrizo Springs High School	584	190	33%	394	67%	49	12%	68	345	88%	17
CARRIZO SPRINGS INTERMEDIATE	451	69	15%	382	85%	110	29%	69	272	71%	18
Carrizo Springs Junior High	261	26	10%	235	90%	40	17%	64	195	83%	17
Summary	**1912**	**657**	**34%**	**1255**	**66%**	**308**	**25%**	**69**	**947**	**75%**	**18**

Below PR may display a dash when the PR can't be calculated for the Below Average column.

STAR Math All Campuses EOY

RENAISSANCE

Consolidated Assessment Proficiency Report

Star Math

Generated Jun 6, 2023

School	Date Range	Demographics
Four Schools	**04/24/23-05/25/23**	**All Demographics**

District

Carrizo Springs CISD

School	# of Students	Participation				Proficiency					
		Not Tested		Tested		At/Above 50 PR			Below 50 PR		
		Total	%	Total	%	Total	%	Avg	Total	%	Avg
CARRIZO SPRINGS ELEMENTARY	616	224	36%	392	64%	202	52%	75	190	48%	20
Carrizo Springs High School	584	148	25%	436	75%	137	31%	68	299	69%	19
CARRIZO SPRINGS INTERMEDIATE	451	31	7%	420	93%	208	50%	76	212	50%	20
Carrizo Springs Junior High	261	16	6%	245	94%	103	42%	71	142	58%	22
Summary	**1912**	**419**	**22%**	**1493**	**78%**	**650**	**44%**	**73**	**843**	**56%**	**20**

Below PR may display a dash when the PR can't be calculated for the Below Average column.

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 Texas – New Generation System (TX-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)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), 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	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; or • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, 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 the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action 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 MEP SSA	Priority for Service (PFS) Action Plan	Completed By: ESC-20 MEP Team, SSA Member Representatives
Region: 20	School Year: 2023 - 2024	Date: 08/23/2023

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Monitor the progress of MEP students who are PFS.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services**.**	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **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.	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
▪ 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).	Annually by September 30	Education 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.			
▪ **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 TX-NGS Priority for Service (PFS) reports.	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
▪			
Provide services to PFS migrant students.			
▪ **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	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

▪ **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	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **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 Education Specialists	PFS Student Review Forms
Additional Activities			
▪			

2023-2024 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. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the 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 September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists 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. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, 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. Make recruiter assignments. 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 migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migratory Children*:** Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. ***Currently Eligible Migratory Children*:** Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**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. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs/ECOEs. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds 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 the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
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 migratory families reside.	**Staff:** MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	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 migratory workers and their families	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs 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:** MEP Consultant/Education Specialists	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], 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. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. <u>Evaluate ID&R efforts for subsequent planning.</u>** 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),LEA designee, etc.	**TIMELINE** By July 30
B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing