Carrizo Springs Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

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

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

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 is approximately 2,125 students. Our student population has decreased by approximately (69) students from the 2018-19 school year.

Attendance

The TAPR report for 2019-20 will not be released until December 2020. Based on the *TSDS PEIMS Disaggregation of PEIMS Student Data for 2019-20 report,* CSCISD had a student enrollment of 2133; African American 33%, Asian 33%, Hispanic 94.80%, American Indian/Alaskan 0.5%, White 1.96%, two or more races 0.47%. Student enrollment by gender; 50.49% male and 49.51% female. 74.68% of the student population is economically disadvantaged, 2.63% Bilingual; 1.73% English Second Language and 8.91% of the students receive special education services. The district serves 4.78% migrant students, 30.66% CTE, 59.26% at-risk students, 0.52% military connected, .05% foster care. The attendance rate for CSCISD at the time of closure due to COVID 19 was 95.7 %. CSCISD, did not need to document attendance for days they were, "closed instructing". As per COVID-19 *TEA Guidance and Support Document-Closed Instructing*: Those who cease normal operations, so that children no longer come to the school site at all, but are instead provided support to receive instructions at home/offsite. The staff may be doing this work while on site or remotely or in some combination.

For 2018-2019 report, CSCISD had a student enrollment of 2219; African American 0.363%, Asian 0.36%, Hispanic 93.74%, American Indian/Alaskan 0.09%, White 4.91%, two or more races 0.54%. Student enrollment by gender; 50.43% male and 49.57% female. 77.51 % of the student population is economically disadvantaged, 3.61 % Bilingual, 1.08% English Second Language and 9.2% of the students receive special education services. The district serves 5.86% migrant students, 31.28% CTE, 61.56% at-risk students, 0.81% military connected, .63% foster care. Overall Attendance rate for 2018-2019 at CSCISD was 93.3%.

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.

2019-20 Attendance rate per campus is: CSHS - 94.62%, CSJH - 96.56%, CSI - 96.31%, and CSE - 95.71%,

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 2019-20 - 214 students

For 20-21 - 232 students being serviced in the district.

Total special ed district teachers: 11, total para's in the district: 24.

McKinney Vento

We have a total of 66 McKinney Vento students identified that the Federal Programs office assists with uniforms - clothing, supplies and hygiene for students identified. Special Circumstances will be handled on a case by case.

McKinney Vento students had an overall attendance rate of 93.98% - CSE 93.14%, CSI 96%, JH 90% and HS 96.8%. CSE Mckinney Vento Students =- 87.66% received clothing and 72% picked up hygiene products/backpack with school supplies; CS - 88.6% requested clothin and 77.73% picked up hygiene/backpack with school supplies; JH - 100% requested clothing and 90% recieved hygiene/backpack with school supplies; HS 100% requested clothing and 96/8% received hygiene/backpack with school supplies.

4-year Federal Graduation Rate without exclusions

2018-2019: 91.9% reported, at-risk 89.9%.

2017-2018: 90.1% reported, at-risk 61.9%

2016-2017: 78.9 % reported, at-risk 61.1%

2015-2016: 82.9 % reported, at-risk 64.2%

2014-2015: 85.2 % reported, at-risk 62.7%

2013-2014: 80.9 % reported, at-risk 64.7%

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.

Staff

Our schools employ (147) teachers, (52) para-professionals and (10) campus administrators.

CSHS (4/43) teachers are not Highly Effective for a (90%) HE Rate at CSHS.

CSJH (4/22) teachers are not Highly Effective for an (82%) HE Rate at CSJH.

CSI (33) teachers are all Highly Effective.

CSE (49) teachers are all Highly Effective.

The Highly Effective Rate for the district is (90%).

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

District-wide CSCISD employs (350) total employees

Foster Care Demographics

For the 2019-2020 school year, we had a total of 5 students that were under foster care. 3 at CSE, 1 at CSI, and 1 at CSJH.

Demographics Strengths

The Highly Effective Rate for Teachers in the district is (98%).

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

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 datat 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 populaitons sub groups, 4 out of 11 dropped in Reading Approach from the 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 indicates that the district needs to continue focusing on reading and using technlogy at all grade levels to ensure the student populaiton reached grade level expectations. The goal of the district has been to focus on reading, due to the percentage of 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 populaitons sub groups, 5 out of 11 dropped in Math Approach from the 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 distrct staff, parents and students to assist in determining needs for PD, technology availability and the need for devices.

Further review of McKinney Vento students - attendance rates for all student (MV) 93%. MV promotion rate was 98%, while graduation rate (MV) waws 93%. Due to COVID 19 - and school closures we are still using the 2018-19 STAAR Reading Scores for MV students was as follows, grades 3-8: 3 at Masters, 3 at Meets, 4 at Approaches, 5 did not meet. Math at 3-8 grade: 2 at Masters, 2 at Meets, 8 at approaches and 5 did not meet. Writing 4th and 7th grade: 2 ded not meet. Science 5th and 8th grade: 1 at Masters, 1 at Meets, 2 at approaches, and 4 did not meet. Writing 4th and 7th grade: 2 at did not meet. Social Studies at 8th grade: 4 did not meet. EOC Biology 1 at Masters and 1 at Approaches. US History 1 at Meets and 1 at approaches. US History: 1 at Meets and 1 at Approaches. EOC English 1: 1 at Masters and 1 at Meets. EOC English II: 1 at Masters. Due to review of STAAR/EOC results students will be monitored every 3 weeks and 6 weeks at each campus. If needed, tutoring will be provided after school or tutor will be hired to assist during the school day as needed pending number of students not passing classes.

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

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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.

Problem Statement 2 (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.

Problem Statement 3 (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

Problem Statement 4 (Prioritized): Parents and students need assistance with the technology devices, computer based programs, and core content questions arising during remote instruction. **Root Cause:** Due to COVID 19, the district has had to move to a Asynchronous Plan of Instruction - 100% remote learning for the first 8 weeks of school.

District Culture and Climate

District Culture and Climate Summary

Diistrict conducted a campus climate survey (920)that revealed the following:

The survey revealed that teachers felt students were teated equally, regardless of whether the parents were rich or poor CSE -56.9% strongly agree, CSI - 54.3%, JH - 73.3%, HS - 28.6%. Did the school provide effective resources and training for teaching students with IEP's across different languages and cultures, CSE 25.9% strongly agree, CSI -40%, JH - 53.3%, HS - 25%. Staff do a good job helping parents understand when their child needs to learn social, emotional, and character skills - CSE 29.3% strongly agree, CSI - 40% , JH - 40%, HS - 10.7%. This school communicates with parents in a timely and ongoing basis - CSE 29.3% strongly agree, CSI -37.1%, JH - 53.3%, HS - 14.3%. Staff at this school have many informal opprotunities to influence what happens within the school - CSE 17.2% strongly agree, CSI -20%, JH -33.3% and HS - 10.7%. I think that bullying and/or cyber bullying is a frequent problem at this school, CSE less than 2% strongly agree, CSI - 11/4%, JH - 7%,and HS - 21.4%.

Based on information from written statements on Effective Schools Framework on the following campuses: CSE/JH/HS - review of information showed a lack of documentaion on 1.1, 2.1, 3.1 4,1 and 5.1. Training on campus will asssit 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 calendar set by District Police Chief. District safety committes will review procedures in place to 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 regards to the drills. Every campus has an updated emergency operations plan for safety. Required fire drills and lockdown drills are practiced. Each campus is required to provide presentations on bullying, David's law, drug abuse, violence, biased trianing and suicide prevention. The training is given to both faculty and students. Threat Assessment Teams for each campus were trained and established.

Fall of 2019 - Central Office conucted "CRASE" drill (active shooter training). Emergency Operations is up for review in the Fall of 2020.

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

District Culture and Climate Strengths

School district officers in place for each campus.

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on STAAR Results and working on Teacher retention, district working on Strategic Compensation Plan based on recruitment and retention, STAAR Reading and Math Scores along with Algebra I and EOC English I and II are utlized as an ESSA needs assessment goal 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 when replacing any staff member at both campus and district level.

District attends job fairs during Fall and Spring at TAMIU and advertises openings through Region 20, TASPA Job board, and the local newspaper to recruit highly effective staff and sign-on bonuses/stipends are offered for those academic areas most in need, for the past year 2019-20 job fairs have been virutal and will continue due to COVID 19.

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

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

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

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

Provide training for para-professionals in areas of small group instruction, instructional accommodations, Supporting Instruction & Curricular Modifications, Sharon Wells, working with interventions in the classroom and core subject areas of math, science, ELA and Social Studies, due to COVID 19 - will be providing virtual instruction based on survey that will be conducted.

Provide training to enable teachers/principals to involve parents in their children's education, especially that of LEP, SE and Immigration children.
Provide and/or attend professional in core academic areas of teachers subject and delivery of instruction for students with disabilities.
Lack of training and/or PD programs that are designed to improve quality of principals and superintendents - to include supporting academies for both to become outstanding educational leaders, including providing information for campus administrators on required programs and implementation of these programs. Root cause analysis - providing time for campus and district administrators to collaborate and review district/campus data from the A-F accountability rating..

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

21 new teachers were employed for the 2020-21 school year which equates to Retention Rate of 86%

The district has a total of 358 staff members;
146 Teachers,
10 Campus Administration (school leadership),
6 Central Administration;
48 Educational Aides

CSCISD will implement 3rd year of Mentor Program with more rigor and assistance for new, alternative certification, permanent substitutes and 2nd-year teachers - pending COVID 19 outbreak - professionald development maybe virtual or face-to-face. This will be determined on a monthly basis.

Teacher certifications; as 3 teachers in the district are permanent subs, 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 needs of alternative certification. For 19-20 there was a total of 8 out of 9 teachers that attempted the test and 100% were certified to teach in their job assignment.

Review of inexperienced teachers and out of the field. - gaps between low-income students based on the equity plan to provide a strategic compensation plan based on ELA/Math needs.

Staff Quality, Recruitment, and Retention Strengths

CSCISD will implement the 3rd year of ESC 20 Mentor Program with more rigor and assistance for new and 2nd-year teachers. 15/21 1st or 2nd-year teachers returned for the 2020-21 school year.

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

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 well-rounded program of curriculum and instruction and utilizes the following:

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

Testhound utilized to assist each campus with state assessment. SuccessEd is utilized to keep and update plans for Sped, Bilingual/ESL and 504 students.

Reading Plus Program was implemented for all students, especially those at-risk, are given opportunities to meet challenging state academic standards in reading and close the gaps in reading to achieve and exceed grade level in reading levels

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 (include 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 provides guidance 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 23:1 and secondary is at 20:1

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 Student health advisory committee made up of educators, parents and community members.

CSCISD PLC's meet weekly at the campus to review and make decisions about curriculum; 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 regularly to discuss 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 continues 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 aligns with rigor and relevance of TEKS, CCRS and ELPS. Additionally, Instructional coaches have been implemented by content area to provide training, increase teacher capacity and ensure fidelity to our framework and curriculum and its components for fidelity of implementation. Those 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 which offers an engaging 6-12 curriculum to meet the unique needs of secondary students. Standards aligned courses focus on providing the personalized attention student 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 Asynchronous Instruction for our teachers and administrators as well as training for teachers on digital lessons and instructional delivery of those lessons.

Survey sent out in March 2019 and May 2020 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 which will guide our professional development needs.

Reading Academies are mandatory by the end of 2022 for all CSCISD teachers and admins in PK-3.

Special Education:

The following programs are being utilized by special education: Language Live, V-Math, Sound Partners, Herman Method, Readwell, Step up to Writing, and Boys Town Social Skills, AR Star Math, Hatch System, N2Y Systems, and Brain Pop. Local campuses teachers and principals maintain and administer instructional content based on student grade level and individual IEP's. Individual student IEP's are constructed using Results Driven Data to meet student need and district accountability.

Curriculum, Instruction, and Assessment Strengths

Training provided to teachers and administrators on curriculum, remote learning and in content areas

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 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.

Parent and Community Engagement

Parent and Community Engagement Summary

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

CSI had a goal of 802 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 19-20 school year. They had a total of 503 parents attend parent and family engagement events for the 19-20 school year. This was below the 10% goal. The goal was not met due to COVID-19.

CSJH had a goal of 582 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 19-20 school year. They had a total of 776 parents attend parent and family engagement events for the 19-20 school year. They met their 10% increase goal.

CSHS had a goal of 187 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 19-20 school year. They had a total of 510 parents attend parent and family engagement events for the 19-20 school year. This was double the amount of families needed to meet their 10% increase goal.

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

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

CSI 350 parents responded to the survey. 77.2% of the parents responded that they feel quite a bit or extremely welcomed. 4.0% of parents out of 350 stated that they do not feel welcomed.

CSJH 109 parents responded to the survey. 86.1% of the parents responded that they feel quite a bit or extremely welcomed. 2.8% of parents out of 109 stated that they do not feel welcomed.

CSHS 150 parents responded to the survey. 74.7% of the parents responded that they feel quite a bit or extremely welcomed. 4% of parents out of 150 stated that they do not feel welcomed.

CSCISD has a district-level Parent Advisory Council that is made up of parents, teachers/staff from each campus, surrounding business representatives, and various community members. For example, we have HEB, Wal-Mart, Winter garden's Women's Shelter, the Carrizo Springs Housing Authority. This committee meets at least four times a year. The District Advisory Parent and Family Engagement Committee reviews federal funding expenditures and the coordination of Title I, Title II, Title IV and Title V. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses. Each campus also has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions.

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

Carrizo Springs Parent and Family Engagement program is supported by the community. For example, we had SM Energy provide dinner to all of the CSJH students and families that attended the CSJH Meet the Teacher Parent and Family Engagement Event in August of 2019. We also had HEB sponsor a Parent and Family Engagement event for CSE on a different occasion. We also had over 30 people/community members' sign-up for the CSE Trunk a Treat Family Night. The local ambulance business fed all of the families for a parent and family engagement event. We have high levels of community support for Parent and Family Engagement events.

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

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

CSI 95% 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.

CSJH 93% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 87% of parents agreed that automated calls were the wat they would prefer to receive communications from the school.

CSHS 87% 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.
- Newspaper articles will also be published in Spanish.

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

CSE 44.5% of parents wanted Parent and Family Engagement events to be from5:30-7:00 P.M. & 37.19% of parents stated they needed event meeting reminders.

CSI 56.9% of parents wanted to have events between 5:30-7:00 P.M. to attend events. 45.7% of parents would like to have parent training on how to log on and use the technology Zoom, or Google classroom/Classroom

CSJH 66.1% of parents wanted to have events between 5:30-7:00 P.M. to attend events. 54.1% 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.

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

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

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

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 for all campuses we assessed the where parent/families would like to see the funds used at each campus:

These were the top responses for each school.

Question #2 51.2% CSE would like to see the parental involvement funds used on technology resources for parents and families.

Question #8 61.1% CSI would like to see the parental involvement funds used on technology resources for parents and families.

Question #5 68.8% CSJH would like to see the parental involvement funds used on technology resources for parents and families.

Question #5 68.7% CSHS would like to see the parental involvement funds used on technology resources for parents and families.

Parent and Community Engagement Strengths

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

CSJH had a goal of 582 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 19-20 school year. They had a total of 776 parents attend parent and family engagement events for the 19-20 school year. They met their 10% increase goal.

CSHS had a goal of 187 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 19-20 school year. They had a total

of 510 parents attend parent and family engagement events for the 19-20 school year. This was double the amount of families needed to meet their 10% increase goal.

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

CSJH 109 parents responded to the survey. 86.1% of the parents responded that they feel quite a bit or extremely welcomed. 2.8% of parents out of 109 stated that they do not feel welcomed.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May of 2020 for all campuses we assessed the where parent/families would like to see the funds used at each campus:

These were the top responses for each school.

Question #2 51.2% CSE would like to see the parental involvement funds used on technology resources for parents and families.

Question #8 61.1% CSI would like to see the parental involvement funds used on technology resources for parents and families.

Question #5 68.8% CSJH would like to see the parental involvement funds used on technology resources for parents and families.

Question #5 68.7% 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): COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement. **Root Cause:** Parent and Family Engagement events can not be offered in person like in previous years.

Problem Statement 2 (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

Presently at CSCISD, we maximize instructional time for learning for the first 8 weeks of instruction will be asynchrnous due to COVID 19, including protecting instructional time by: ensuring master schedules maximize human capital and instructional times, common planning periods for each of the content areas, PLCs 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 restorative discipline 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 report and respond to specific safety issues in order to reduce the number of incidents that 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 web site to report the incident or can speak to a counselor about it.

CSCISD formed a committee to review the districts safety needs assessment process. The committee met several times to review the grant allowable. Committee members were assigned to tasks to determine what the district had in place to ensure our campuses were safe and secure. Committee made a list of items in place and items needed. Committee surveyed campus principals, assistant principals, secretaries, counselors and parents. Survey questions included items that were determined as an identified need. The DPAC was informed and surveyed of School Safety and Security Grant. The use of wands will not be limited to on-campus, but also to after school activities. Bullet proof resistance glass and door locking system installation. Safety and security meetings 3 times a year will review all items purchased.

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 lack technolgy (software program) to asssit them in the number of walkthrough's that are required per campus. On the average, CSE has a total of Principal- 203, both assistants had 230 each. CSI: Principal - 29 and assistant - 96. JH - Principal - 66, Assistant - 59, HS Principal - 4, Assistant (Male) - 31 and Assistant (female) - 7. Due to the COVID Pandemic, observations were waived by TEA. Campuses need the asssitance of a software program due to lack of time for paperwork as previously completed before. Numbers above show the need for more assistance with this program at the Secondary level and some principals..

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 in instruction. Bell to bell instruction should be evident on every classroom, formative and summative assessments 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, interventon prevention camp, intervention teachers, extended day and summer school as well as Pregnancy Education and Parenting. CSE also has a Prevention, Intervention for students that are being considered for retention based on documented data that teachers share before a committee. Based on this need student are provided with accelerated instruction two weeks prior to school. read Data shows that economically disadvantaged and 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, 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 working with identified at-risk students. The districts 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 has been extremely successful. Transportation services are provided for summer school, extended day 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, transitions activates between grade spans , 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 ongoing implementation of support and intervention activities for identified McKinney Vento students to ensure progress towards course completion, credit accrual, and graduation. Campus Instructional officers with the assistance of campus counselors monitor attendance, grades, and meets 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 an shared service arrangement with Region 20 and our numbers have increased due to this. Region 20 works with 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 PLC's 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, district level and shared with school board. Based on the strategies developed both formative and summative review 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 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 developement will be virutal. 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 high economically disadvantaged campuses are slightly more experienced (12%) than those teaching at low economically disadvantaged campuses (15%). There is a -3% gap between our high and low minority campuses in terms of inexperienced teachers. There was a 4% out of field teachers at both the high-poverty and low poverty quartile campuses. Both first and fourth quartile percentages were below the state average for out-of-field and inexperienced teachers. Their district equity gap for high minority and low minority is at -11%.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (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. Teachers and students are given the opportunity to attend summer Technology boot camps. Due to COVID 19 - training has been changed to virtual instruction (such as Zoom/google meets) through Region 20. 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.

Due to COVID-19 and the local executive order to close schools as per our local health authority and the CSCISD school board, as of August 2020, CSCISD implemented remote learning for all students in PK-12 grades. 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. Internet services through Spectrum will be provided to families needing internet services in households that do not already have internet at no cost. CSCISD will be paying for the cost of the service during remote learning. 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.

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 are 57% 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: The district has not leveraged diverse stake holders to review current SEL practices.

Root Cause 3: Lack of proactive approach toward SE student needs.

Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: 100% of the districts sub popluations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 4: Lack of the district's coordination to provide prescriptive interventions.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: CSCISD community access to 21st century digital tools is limited due to social economic factors.

Root Cause 5: CSCISD lacks a program to measure teacher/student/parents skills on 21st learning.

Problem Statement 5 Areas: Technology

Problem Statement 6: 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 6: We must determine a better way of encouraging all parents to become more involved

Problem Statement 6 Areas: Student Achievement - Parent and Community Engagement

Problem Statement 7: There is a need to actively recruit high quality of teachers throughout our community due to a limited number of teacher applicants.

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

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

Problem Statement 8: Ensuring information and data presented is accurate and understandable for individuals in and outside of the organization.

Root Cause 8: Due to social media resources available, need to make sure that all stakeholders have the correct information.

Problem Statement 8 Areas: District Context and Organization

Problem Statement 9: COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement.

Root Cause 9: Parent and Family Engagement events can not be offered in person like in previous years.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Parents and students need assistance with the technology devices, computer based programs, and core content questions arising during remote instruction.

Root Cause 10: Due to COVID 19, the district has had to move to a Asynchronous Plan of Instruction - 100% remote learning for the first 8 weeks of school.

Problem Statement 10 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten 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
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

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

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Performance Objective: By May 2021 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.

Targeted or ESF High Priority

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

Summative Evaluation: None

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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 2020, 50% of all students will be at meets in State Accountability in ELAR. Review at DAT - November 2020 and April 2021. **Staff Responsible for Monitoring:** Curriculum Office **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 2				

	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 **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1				

	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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4: Implement a lesson plan format to follow Gradual Release of Responsibility Framework and in conjunction with our Asynchronous Instruction Plan.

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

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: Student Achievement 1, 2

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5: Instructional Officers, Campus and district administration will receive and attend professional development. The campus will utilize instructional officers 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

Funding Sources: Salaries - Title I Part A: Allocation - $232,000, Travel - federal programs director's meeting/grants management workshops - Title I Part A: Allocation - $21,000, Travel - ACET - State Compensatory Education - $4,000

	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 writing for their students and improve writing scores on STAAR/EOC by 15% from previous year.

Staff Responsible for Monitoring: Principals
Curriculum Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: CSCISD will provide Digital Age learning lessons and activities for all students in the District due to the COVID 19 pandemic. **Strategy's Expected Result/Impact:** Students will learn skills to be safe and smart online, and enable them to drive their own learning **Staff Responsible for Monitoring:** Campus Administrators Technology staff Directors **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Technology 1 **Funding Sources:** - Title I Part A: Allocation - $45,000				
Strategy 8: Refresh campus instructional technology devices on a rotating basis **Strategy's Expected Result/Impact:** One campus' technology devices will be refreshed annually **Staff Responsible for Monitoring:** Technology Director Principals **Title I Schoolwide Elements:** 2.5, 2.6 **Problem Statements:** Technology 1 **Funding Sources:** Technology - Local - $42,000				
Strategy 9: RTI will be restructured to meet updated State guidelines **Strategy's Expected Result/Impact:** New RTI program will be implemented in the 2020-21 school year. Universal screener results will indicate growth for 70% of the students assessed **Staff Responsible for Monitoring:** Special Educ. Director Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** STAR 360 Renaissance - Local - $49,600, AR/STAR 360/Program - LCFF - Supplemental - $4,200				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: The restructured Dyslexia program as per State required guidelines will utilize state approved software and applications to meet state standards, such as sound partners, Herman Method, and Readwell. **Strategy's Expected Result/Impact:** New Dyslexia program will be implemented in the 2020-21 school year. Annual screener (BOY, MOY, EOY) results will indicate growth for 70% of the students assessed **Staff Responsible for Monitoring:** Special Educ. Director Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Staff - Local - $175,000				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Specialized intervention instruments will be utilized to increase special education students within the inclusion classroom settings **Strategy's Expected Result/Impact:** Increase special education participation by 20% **Staff Responsible for Monitoring:** Special Educ. Director Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Read Well, Language Live and V-MATH, Brain POP, ABC - Core Content, Step Up to Writing - Special Education - $49,000				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Campuses will implement a supplemental reading intervention programs in grades 3-12 to meet challenging state academic standards in reading and close the achievement gaps for identified students. **Strategy's Expected Result/Impact:** By June 2021, 75% of student utilizing Reading Plus program will see at least one grade level increase in reading levels **Staff Responsible for Monitoring:** Principals Special Education Director Federal Program Director Curriculum and Instruction Director Technology Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Programs - Reading Plus - Title I Part A: Allocation - $49,500, Sopris Voyager - Special Education - $49,600				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 13: Identified and referred students for GT will participate in Virtual PBL showcase during the school year. Teachers will be provided with staff development and planning time. Students will complete PBL projects to feature on campus GT web page.

Strategy's Expected Result/Impact: 100% of identified gifted and talented students by May of 2021 will have participated in the showcase.

Staff Responsible for Monitoring: Campus Administrators
Campus G/T ELA teachers (1st - 6th) and 7th - 12th (Social Studies)

Title I Schoolwide Elements: 2.5

Problem Statements: Student Achievement 2

Funding Sources: Showcase, supplies, - LCFF - Supplemental - $4,500

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 14: Continue to utilize math supplemental curriculum for grade K-5th).

Strategy's Expected Result/Impact: By May 2021, the identified grade levels will achieve 80% of program benchmarks

Staff Responsible for Monitoring: Principals

Federal Programs Director

Curriculum Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

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

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 15: 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: Personnel - State Compensatory Education - $85,000

Strategy 16: For students in DAEP/ School of Choice staff will instruct students not mastering (CSI/JH/HS).	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 **Funding Sources:** Salaries - State Compensatory Education - $150,000				

Strategy 17: Provide for general education and special education students a summer school (extended year) and Retention Prevention Intervention Camps (K-3 general ed and special education) for students not meeting standards set by district to assist in closing the gap for those identified at-risk.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: 100% of students will continue to receive support (supplies) for summer school by June 2021. **Staff Responsible for Monitoring:** Principals Federal Programs Director Special Education Director **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2 **Funding Sources:** Salaries - State Compensatory Education - $10,000, Supplies - State Compensatory Education - $1,000, Professional Development - State Compensatory Education - $2,500				

Strategy 18: Identified migrant students not meeting standards will be serviced with a tutor throughout the school year in core subject areas. Strategy will address closing the achievement gaps for identified students.	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Students being tutored will increase by 5% on STAAR by June 2021 **Staff Responsible for Monitoring:** Principals Federal Program Director **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Student Achievement 2 **Funding Sources:** MIgrant Counselor/Tutors - Region 20 SSA - Migrant - $90,000				

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 19: 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. Campuses will work with consultants on effective schools framework.

Strategy's Expected Result/Impact: By August of 2021, CSE, CSJH and CSHS will move from a B to an A on the A-F State Accountability Rating System.

Staff Responsible for Monitoring: Federal Programs Director

Title I Schoolwide Elements: 2.6

Problem Statements: Demographics 1 - District Context and Organization 1

Funding Sources: Software - Title I Crates/Plan 4Learning/spanish translation - Title I Part A: Allocation - $7,850, Travel - Title I Part A: Allocation - $3,000, Salaries - Title I Part A: Allocation, Consultants for CSE/CSI/JH/CSHS - Title I Part A: Allocation - $4,050

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 20: Identified at-risk students will be provided with interventions by identified teachers and para-professionals and provide professional development for teachers, para's and administrators. Strategy will address closing the achievement gaps for identified students

Strategy's Expected Result/Impact: 75% of identified at-risk students will receive interventions by June of 2021

Staff Responsible for Monitoring: Campus Administrators

Federal Programs

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: Demographics 1 - Student Achievement 1

Funding Sources: Paraprofessionals, Tutors, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay - State Compensatory Education, High School Interventionist, CSI Interventionist - Title I Part A: Allocation, Instructional Supplies - State Compensatory Education - $15,000, Region 20 PD - Title I Part A: Allocation - $3,600

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 21: McKinney-Vento Campus Liaisons will monitor the attendance, grades and college readiness of identified students
(TEXSHIP funds)

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 2021

Staff Responsible for Monitoring: Principal
McKinney-Vento liason - IO

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: Travel - Title I Part A: Allocation, Professional Development - Title I Part A: Allocation, Salaries - Title I Part A: Allocation

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22: District students identified not meeting standards set by campuses will be provided with extended day and Saturday academies. **Strategy's Expected Result/Impact:** 75-85% of all at-risk students needing interventions will be provided by June 2021 **Staff Responsible for Monitoring:** Principals **Title I Schoolwide Elements:** 2.4, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2 **Funding Sources:** Summer School Salaries, - State Compensatory Education - $115,000, SE-Extended Day, ESY, Summer School - Special Education, Para support, Extra-duty, Summer School - State Compensatory Education - $12,000				

	Reviews			
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Strategy 23: If CSCISD achieves 50% Meets, or a "B" in the A-F accountability rating for 2021 in Reading/ELAR , then all district staff will receive 30% of designated compensation pay. Additionally, campuses achieving 50% meets or "B" in A-F accountability rating for 2021, campus staff will receive the remaining 70% designation compensation plan, students' performance will increase from 37% to 50% by June of 2020. **Strategy's Expected Result/Impact:** By August of 2021, district will achieve 50% or B in Reading/ELAR from baseline data of 37.5% to 50%. **Staff Responsible for Monitoring:** Principals Program Directors **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Achievement 2 **Funding Sources:** Compensation Plan - Title I Part A: Allocation - $125,000				

	Reviews			
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Strategy 24: If the district achieves 50% Meets, or a "B" in the A-F accountability rating in Math, then all district staff will receive 30% of designated compensation pay. Additionally, campuses achieving 50% Meets, or a "B" in the A-F accountability rating for 2021, campus staff will receive the remaining 70% designated compensation plan, students' performance will increase from a 47% to 50% by June 2021. **Strategy's Expected Result/Impact:** By August of 2021, district will achieve 50% or B in Math from baseline data of 47% to 50%. **Staff Responsible for Monitoring:** Principals Federal Programs Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Compensation Plan - Title I Part A: Allocation - $125,000				

Strategy 25: New teachers to the district, will be part of the teacher comprehensive mentor program through Region 20.	Reviews			
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Strategy's Expected Result/Impact: By May of 2021, 100% of new teachers will be part of the teacher comprehensive mentor program

Staff Responsible for Monitoring: Principals
Exec. Director of HR

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Equity Plan**

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Region 20 Technical Support with Mentors and Mentees - Title I Part A: Allocation - $43,000, Travel - training - Title I, Part A Allocations - $500, Mentor/Beginning Teacher Training/new teacher orientation - Title I - $10,000

Strategy 26: 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.	Reviews			
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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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Certification Testing/Travel - Title I Part A: Allocation - $5,000

Strategy 27: Develop a systematic approach to deliver Math TEKS across campuses, with an emphasis on all sub-populations.	Reviews			
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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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1

Strategy 28: The District Curriculum & Instruction Office will provide Instructional Officer support at all campuses	Reviews			
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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
Federal Programs Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

Funding Sources: Instructional Officers Salary - Title I Part A: Allocation - $150,000

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Strategy 29: 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 2021, 90% of teachers and students will be evaluated o understand the environmental factors, skills, access levels and classroom factors that shape the impact of technology in a school district using clarity survey

Staff Responsible for Monitoring: Principal
Technology Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Technology 1

Funding Sources: Technology Survey- s COVID 19 PD as per survey - Title I - $4,000, Technology survey - electronic devices needed for online virtual instruction district and campus - Title I Part A: Allocation - $550,000

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Strategy 30: Utilize math supplemental curriculum for grades K-5 (Sharon Wells and Pearlized Math)

Strategy's Expected Result/Impact: By June 2021, students will score 80% on benchmarks for programs

Staff Responsible for Monitoring: Curriculum Director
Campus Admin

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

Funding Sources: Sharon Wells - Title I - $45,000, Pearlized Math - Title I - $20,000, Professional Consulting Services and Operating Expenditures - Title I - $2,000

	Reviews			
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Strategy 31: 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

Strategy's Expected Result/Impact: 100% of studnt wil continue to recieve support /supplies for summer school by June 2020

Staff Responsible for Monitoring: Campus Admins
Federal Programs Director
Special Education Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Results Driven Accountability**

Problem Statements: Demographics 1

Funding Sources: Supplies - State Compensatory Education - $10,000, Personnel - Special Education - $30,000, Personnel - Title I Part A: Allocation - $215,000

	Reviews			
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Strategy 32: Certified math teachers monitor math lab and credit recovery lab in JH/HS to assist students need who need prescriptive learning paths **Strategy's Expected Result/Impact:** Provide a certified math teacher for at least 75% of classes for credit recovery **Staff Responsible for Monitoring:** Principal Fed Programs Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 2 **Funding Sources:** Salaries - State Compensatory Education - $80,000				
Strategy 33: Instructional officers will attend professional development on TEKS Resource System and TEKSCon. Utilize TOT model to train teachers on TEKS Resource System components **Strategy's Expected Result/Impact:** By June 2021, district will see an increase of 25% in use of TRS system to assist in classroom instruction and lessons **Staff Responsible for Monitoring:** Fed. Programs Director Curriculum Director **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Travel - Title I - $4,000				
Strategy 34: Certified bilingual/ESL teachers will be provided stipends to recruit and retain them in the district **Strategy's Expected Result/Impact:** By June 2021, 100% of bilingual/ESL staff will be certified **Staff Responsible for Monitoring:** Bilingual Director HR Director **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Achievement 2 **Funding Sources:** Personnel Salaries - LCFF - Supplemental				
Strategy 35: 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 2021, 100% of teachers will be provided opportunities to maintain or attain certification requirements **Staff Responsible for Monitoring:** HR Director GT Director Bilingual Director **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Achievement 2				

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Strategy 36: A reading program will be implemented in grades 3-8th to address closing the achievement gaps

Strategy's Expected Result/Impact: By May 2021, 75% of students utilizing Reading Plus will see one or more grade level increases in reading

Staff Responsible for Monitoring: Campus Administrators
Curriculum Director
Fed. Programs Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1

Funding Sources: Reading Plus Subscription - Title I - $35,000, Intervention Teachers - Title I - $75,000

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Strategy 37: 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

Strategy's Expected Result/Impact: 100% of campuses will utilize LAS for bilingual/ESL testing and SuccessEd for LPAC meetings held throughout the school year

Staff Responsible for Monitoring: Bilingual Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 2

Funding Sources: LAS testing materials - Bilingual Education - $2,000

	Reviews			
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Strategy 38: District will hold meetings, trainings and planning sessions in preparation for GT Virtual showcase in the fall and in the spring to display work on PBL projects

Strategy's Expected Result/Impact: By March 2021, 100% of GT students will display and interpret their PBL project at the GT Virtual showcase

Staff Responsible for Monitoring: GT Director
Curriculum Director
Campus Admins

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 2

Funding Sources: Building Rental Fees - Gifted and Talented - $100, Supplies and Materials - Gifted and Talented, Refreshments/Snacks - Gifted and Talented

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Strategy 39: Provide teachers GT 5-day professional development training and 6 hour GT update

Strategy's Expected Result/Impact: By August 2021, 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 1, 2

Funding Sources: GT Training - Gifted and Talented

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Strategy 40: 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 English learners attain English proficiency at high levels in academic subjects and can meet state achievement performance standards. It is intended to benefit students who are English learners, including immigrant children and youth.

Strategy's Expected Result/Impact: By May 2021, 100% of resources/activities are allocated to ensure ELL students can meet state standards

Staff Responsible for Monitoring: Bilingual Director
Campus Admins
CFO

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Student Achievement 2

Funding Sources: Title III - Bilingual Education

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Strategy 41: Cetitification testing fee and associaed expenses (for Texas ESL and/or bilingual cerrtification tests only; teachers must have been provided training in preparation for these ceritfication 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 2021.

Staff Responsible for Monitoring: Bilingual Ed Director
Human Resources Director
Principal

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Bilingual Education Allotment - Bilingual Education - $1,000

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Strategy 42: Teachers who service bilinguall/ESL students will be provided staff development in area of bil/ESL and SIOP training for shelterered instruction and strategies to help the bil/esl student be successful in L2.

Strategy's Expected Result/Impact: By May of 2021, 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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: Staff Quality, Recruitment, and Retention 1

Funding Sources: Bilingual Ed. Allotment - Bilingual Education - $3,300

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Strategy 43: Campus administration will utilize a program software to assist them to monitor teachers/staff on T-TESS walk-through and observations **Strategy's Expected Result/Impact:** Campus administration will utilize Talent Ed./Perform program to monitor teachers/staff on T-TESS walkthrough and observations **Staff Responsible for Monitoring:** Campus Administrator HR Director **Title I Schoolwide Elements:** 2.5, 2.6 **Problem Statements:** Student Achievement 2 **Funding Sources:** Talent Ed Program - Title I Part A: Allocation - $9,700				
Strategy 44: 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. **Strategy's Expected Result/Impact:** By June 2021, 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 **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Staff Quality, Recruitment, and Retention 1				
Strategy 45: Bilingual/ESL teachers will receive training on the use of digital technology tools helpful for use in preparation for TELPAS testing **Strategy's Expected Result/Impact:** By December 2020, all Bilingual/ESL teachers will receive training on the available technology tools to utilize with EL students in preparation for TELPAS **Staff Responsible for Monitoring:** Bilingual Director **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 2 **Funding Sources:** ESC 20 Training - Bilingual Education - $1,100				
Strategy 46: 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 **Strategy's Expected Result/Impact:** 100% of CSCISD administrators will receive training on leadership during remote learning by February 2021. **Staff Responsible for Monitoring:** Curriculum Director Superintendent **Title I Schoolwide Elements:** 2.5 **Problem Statements:** District Culture and Climate 1 **Funding Sources:** ESC training schedule for administrators - Local - $2,000				

	Reviews			
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Strategy 47: Teachers will receive training on virtual instruction using an asynchronous model of instruction **Strategy's Expected Result/Impact:** By May 2021, 100% of teachers in CSCISD will receive training on asynchronous instruction and other aspects of virtual instruction **Staff Responsible for Monitoring:** Curriculum Director **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** ESC Digital Learning schedule - Local - $4,100				
Strategy 48: CSCISD will purchase paid subscription of SeeSaw for PK-2 grade teachers **Strategy's Expected Result/Impact:** By May 2020, all teachers will be trained and will utilize SeeSaw in PK-2 as their learning management system **Staff Responsible for Monitoring:** Curriculum Director, Principals, Instructional Officer **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Paid Subscription for Licenses for See Saw - Local - $3,300				
Strategy 49: 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 2021, 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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** TEKS Implementation Guides - Local - $1,500				
Strategy 50: All CSCISD K-3 teachers and principals will successfully complete Reading Academies as required by HB3 **Strategy's Expected Result/Impact:** By August 2022, all K-3 teachers and administrators will complete Reading Academies **Staff Responsible for Monitoring:** Curriculum Director **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Achievement 1 **Funding Sources:** Region 20 ESC schedule of training dates - Local - $185,000				

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Strategy 51: 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 2020, CSCISD K-2 teachers will utilize a phonics curriculum as required by HB 3 **Staff Responsible for Monitoring:** CSE Pirncipals Curriculum Director **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability - Equity Plan** **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Phonics Curriculum-Saxon Phonics - Local - $25,000				
Strategy 52: The creation and implementation of IEP development is facilitated by two ARD facilitators for the district. **Strategy's Expected Result/Impact:** 100% of students will have federal and state compliance IEP's by July of 2021. **Staff Responsible for Monitoring:** Campus Principals Special Education Director **Title I Schoolwide Elements:** 2.4 **Problem Statements:** Demographics 1 **Funding Sources:** Personnel - Special Education - $100,000				
Strategy 53: All campuses will provide evening tutoring sessions in all 4 core content areas during the eight week (6 weeks remaining) during the remote learning instruction for parents and students needing assistance. If the remote learning continues, past the designated 8 week period - campuses will review and determine continuing services. **Strategy's Expected Result/Impact:** 100% of parent and student requests for assistance will be addressed. **Staff Responsible for Monitoring:** Campus Designated Administrator **Title I Schoolwide Elements:** 2.4, 2.5 **Problem Statements:** Student Achievement 4 **Funding Sources:** Personnel - tutoring - Title I Part A: Allocation - $34,200				

0% No Progress 100% 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: 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.
Problem Statement 2: 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.

Problem Statement 4: Parents and students need assistance with the technology devices, computer based programs, and core content questions arising during remote instruction. **Root Cause:** Due to COVID 19, the district has had to move to a Asynchronous Plan of Instruction - 100% remote learning for the first 8 weeks of school.

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.

District Context and Organization

Problem Statement 1: 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

Problem Statement 1: 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.

Goal 2: CSCISD by 2022 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.

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

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

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Strategy 1: Provide training on the components for an effective school for administration, faculty and staff **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 **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Equity Plan** **Problem Statements:** Student Achievement 2 **Funding Sources:** Effective School Correlates Training-Stachlen, LLC (P.Clarkson) - Title I - $5,000				
Strategy 2: District finance officials will support campuses on managing campus budgets and provide training if needed. **Title I Schoolwide Elements:** 2.5				
Strategy 3: District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols. **Title I Schoolwide Elements:** 2.5				
Strategy 4: District via the utilization of a transition coordinator will implement transitional/VAC services for grades 1-12. **Strategy's Expected Result/Impact:** Validations from the SPP 13 and SPP 14 will reflect compliance per State standards **Staff Responsible for Monitoring:** Special Education Director Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Special Education				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: 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.

Goal 3: CSCISD by 2022, will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

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

Targeted or ESF High Priority

Evaluation Data Sources: survey results
discipline reports

Summative Evaluation: None

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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. **Title I Schoolwide Elements:** 2.6 **Problem Statements:** District Culture and Climate 1				
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. **Title I Schoolwide Elements:** 2.6 **Problem Statements:** District Culture and Climate 1				
Strategy 3: The district team will train he staff in the five CASEL framework. **Strategy's Expected Result/Impact:** The district will the campus administrators and key support staff. **Staff Responsible for Monitoring:** District SEL team. **Title I Schoolwide Elements:** 2.6 **Problem Statements:** District Culture and Climate 1				

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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, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution.

Strategy's Expected Result/Impact: By June of 2021, a 100 % of the comprehensive counseling program will be completed.

Staff Responsible for Monitoring: Principals
Director of Federal Programs

Title I Schoolwide Elements: 2.5

Problem Statements: District Culture and Climate 1

Funding Sources: Technical Support - Region 20 - Contracted Services - Title I Part A: Allocation - 211 - $4,400

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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 in September.

Strategy's Expected Result/Impact: By June of 2021 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

Staff Responsible for Monitoring: HR Director
Federal Programs Director

Title I Schoolwide Elements: 2.5

Problem Statements: District Culture and Climate 1

Funding Sources: Travel (counselors) - Title I, Part A Allocations - $500, Region 20 Technical Support - Title I Part A: Allocation - $4,400, Miscellenaous (lunch provided - if a working lunch) - Title I, Part A Allocations - $150

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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 2021, 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

Title I Schoolwide Elements: 2.5

Problem Statements: Demographics 1

Funding Sources: Supplemental Pay - State Compensatory Education - $4,000, Travel - State Compensatory Education - $1,000

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	Reviews			
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Strategy's Expected Result/Impact: By May 2021, 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 **Title I Schoolwide Elements:** 2.5 **Problem Statements:** Parent and Community Engagement 1				

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.	Reviews			
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Strategy's Expected Result/Impact: By June 2021, 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 **Title I Schoolwide Elements:** 3.1, 3.2 **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** flyers/notes home - Title I Part A: Parent Involvement - $5,000, Newspaper - Title I Part A: Parent Involvement - $1,000, TransAct - Title I Part A: Parent Involvement - $4,572				

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Strategy 9: By May of 2021, 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.

Strategy's Expected Result/Impact: We should see a 10% increase in parent participation at parent and family engagement events.

Staff Responsible for Monitoring: Federal Programs Service Coordinator

Title I Schoolwide Elements: 2.4, 3.1, 3.2

Problem Statements: 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

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Strategy 10: McKinney Vento District Liaison along with Campus Liaisons will attend training to provide assistance to identified students

Strategy's Expected Result/Impact: 100% of MCKinney vento students will be serviced with clothing, tutoring, hygiene products, school supplies, back packs, student assessment - college level entrance, dual credit, and transportation.

Staff Responsible for Monitoring: Counselor
Instructional Officer
CSCISD McKinney Vento Liaison

Title I Schoolwide Elements: 2.6

Problem Statements: Demographics 1 - Student Achievement 2

Funding Sources: * transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds) - Title I Part A: Allocation - $9,000, *travel/conferences/clothing - TECHY Grant - $12,000

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	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11: By June of 2021 the Federal Programs Service Coordinator will offer two 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: We will increase parent participation by 10% from last year.

Staff Responsible for Monitoring: Federal Programs Service Coordinator

Title I Schoolwide Elements: 2.4, 3.1, 3.2

Problem Statements: 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

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 12: The Federal Programs Coordinator and district parent liaisons (supplemental) will work with school personnel, parents and students.

Strategy's Expected Result/Impact: By October 2020 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

Title I Schoolwide Elements: 2.4, 3.1, 3.2

Problem Statements: 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

	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 November 2020, 100% of campuses in district will have presentations and activities on bullying prevention during October 2020 National Bullying Prevention Month.

Staff Responsible for Monitoring: Campus Admins
Curriculum Director

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Activities on Bullying Prevention - General Fund

	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

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Character Education Program - General Fund

	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.

Staff Responsible for Monitoring: Director of Federal Programs

Title I Schoolwide Elements: 3.1

Problem Statements: 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

	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 Human Resources

Title I Schoolwide Elements: 2.5

Problem Statements: District Culture and Climate 1

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 17: By July of 2021, 100% of CSCISD campuses will implement 8 weekly (virtual) online summer sessions due to COVID-19 that will target a combination of needs such as stress & mental health, author book readings, cooking classes, and crafting classes.

By the start of the the 20-21 school year parents and families will be offered Parent and Family Engagement meetings via a virtual platform.

The CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible.

Strategy's Expected Result/Impact: To have a 5% district participating throughout the summer events. Participation will be measured by the amount of online participants during the live events.

Staff Responsible for Monitoring: Federal Programs Service Coordinator

Title I Schoolwide Elements: 2.4, 3.1, 3.2

Problem Statements: Parent and Community Engagement 1

Funding Sources: Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions. - Title I Part A: Parent Involvement - $10,000, Technology due to COVID-19 (Webcam, Ipad Pro) - Title I Part A: Parent Involvement - $18,000, Supplies for sessions - Title I Part A: Parent Involvement - $2,000

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 18: By January of 2022, the school safety and security grant 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 December of 2020. Review/Result will take place at DAT/CAT meetings of grant requirements.

Staff Responsible for Monitoring: Executive Director of Human Resources
Executive Director of Finance
Chief of Police
Technology Director
Transportation and Maintenance Director.

Title I Schoolwide Elements: 2.5

Problem Statements: District Culture and Climate 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 - $39,406

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 19: By July of 2021, 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 LIVE streamed

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

Title I Schoolwide Elements: 2.4, 3.1, 3.2

Problem Statements: 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

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 20: 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 2021, 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

Title I Schoolwide Elements: 2.5

Problem Statements: District Culture and Climate 1

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 21: 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 2021, 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
Secondary Counselors
C & I Director

Title I Schoolwide Elements: 2.5

Problem Statements: District Culture and Climate 1

	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June

Strategy 22: All Parent and Family Engagement events will be offered through multiple media platforms at the same time (Zoom and on the CSCISD Parent and Family Engagement Facebook Group.)

Strategy's Expected Result/Impact: By June 2021, all Parent and Family Engagement events will be presented to parents through two media platforms at the same time (Zoom and Facebook Live)

Staff Responsible for Monitoring: The Federal Programs Director
CSCISD Federal Programs Service Coordinator

Title I Schoolwide Elements: 2.4, 3.1, 3.2

Problem Statements: Parent and Community Engagement 1

Funding Sources: Zoom license - Title I Part A: Parent Involvement - $85

0% No Progress	100% 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: 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.
Parent and Community Engagement
Problem Statement 1: COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement. **Root Cause:** Parent and Family Engagement events can not be offered in person like in previous years.

State Compensatory

Personnel for District Improvement Plan

Name	Position	Program	FTE
ACRUZ	para-professional PK	SCE	1
Anna Velasquez	Aide	SCE	1
bgalvan	para-professional 3nd grade	SCE	1
CSALINAS	2ND-3RD GR INTERVENTIONIST	SCE	1
David Alonzo	School of Choice	SCE	1
DMUNOZ	K/1ST INTERVENTIONIST	SCE	1
DORTIZ	para-professional - CSI intervention	SCE	1
DRUIZ	para-professional	SCE	1
DSERNA	para-professional PK	SCE	1
ISCHELL	PARA-INTERVENTION	SCE	1
JCRUZ	PK TEACHER	SCE	.5
JFLORES	PARA - INTERVENTION LAB	SCE	1
Julio Betancourt	DAEP	SCE	1
Krystal Zamora Cadena	HS Intervention Teacher	SCE	1
lcontreras	para-professional 2nd grade	SCE	1
MCRUZ	para-professional CSI Intervention	SCE	1
MECASTRO	PK AIDE	SCE	1
OCENICEROS	PARA-DAEP	SCE	1
PRODRIGUEZ	para-professional 1ST grade	SCE	1
RESCAMILLA	CREDIT RECOVERY PARA	SCE	1
ROROZCO	HS PARA	SCE	1
SJMARTINEZ	PK TEACHER	SCE	.5
Sylvia Perez Hiltz	Reading Plus Lab	SCE	1
VRUBALCAVA	PK TEACHER	SCE	.5
ZCRUZ	DAEP ADMINISTRATOR	SCE	1

Title I Personnel

Name	Position	Program	FTE
AGARZA	CSI Interventionist	Title I	1
CWARD	Instructional Officer	Title I	1
DAGONZALEZ	Federal Programs Service Coordinator	Title I	1
Dorie Costilla	Math Lab	Title I	1
JCANTU	Instructional Officer	Title I	1
Jody Bullard	Math Lab	Title I	1
Kayla Hernandez	Math Lab	Title I	a
MMENDIOLA	Math Lab	Title I	1
RVELASQUEZ	Instructional Officer	Title I	1
Shari John	Math Lab	Title I	1
SJHERRERA	MATH LAB	TITLE I	1

District Funding Summary

General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	13	Activities on Bullying Prevention		$0.00
3	1	14	Character Education Program		$0.00
				Sub-Total	$0.00

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

LCFF - Supplemental					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	AR/STAR 360/Program		$4,200.00
1	1	13	Showcase, supplies,		$4,500.00
1	1	34	Personnel Salaries		$0.00
				Sub-Total	$8,700.00

Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11	Read Well, Language Live and V-MATH, Brain POP, ABC - Core Content, Step Up to Writing		$49,000.00
1	1	12	Sopris Voyager		$49,600.00
1	1	31	Personnel		$30,000.00
1	1	52	Personnel		$100,000.00
2	1	4			$0.00
				Sub-Total	$228,600.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Travel - ACET		$4,000.00
1	1	15	Personnel		$85,000.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16	Salaries		$150,000.00
1	1	17	Supplies		$1,000.00
1	1	17	Professional Development		$2,500.00
1	1	20	Paraprofessionals, Tutors, SCE Interventionists, PreK Teachers, SCE Evaluation Extra-duty pay		$0.00
1	1	20	Instructional Supplies		$15,000.00
1	1	22	Summer School Salaries,		$115,000.00
1	1	22	Para support, Extra-duty, Summer School		$12,000.00
1	1	31	Supplies		$10,000.00
1	1	32	Salaries		$80,000.00
3	1	6	Supplemental Pay		$4,000.00
3	1	6	Travel		$1,000.00
				Sub-Total	$479,500.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	25	Mentor/Beginning Teacher Training/new teacher orientation		$10,000.00
1	1	29	Technology Survey- s COVID 19 PD as per survey		$4,000.00
1	1	30	Sharon Wells		$45,000.00
1	1	30	Pearlized Math		$20,000.00
1	1	30	Professional Consulting Services and Operating Expenditures		$2,000.00
1	1	33	Travel		$4,000.00
1	1	36	Reading Plus Subscription		$35,000.00
1	1	36	Intervention Teachers		$75,000.00
2	1	1	Effective School Correlates Training-Stachlen, LLC (P.Clarkson)		$5,000.00
				Sub-Total	$200,000.00

Title I Part A: Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Salaries		$232,000.00
1	1	5	Travel - federal programs director's meeting/grants management workshops		$21,000.00

Title I Part A: Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$45,000.00
1	1	12	Programs - Reading Plus		$49,500.00
1	1	14	Sharon Wells		$32,100.00
1	1	14	Sharon Wells - Travel		$9,276.00
1	1	14	Pearlized Math		$18,200.00
1	1	19	Software - Title I Crates/Plan 4Learning/spanish translation		$7,850.00
1	1	19	Travel		$3,000.00
1	1	19	Salaries		$0.00
1	1	19	Consultants for CSE/CSI/JH/CSHS		$4,050.00
1	1	20	High School Interventionist, CSI Interventionist		$0.00
1	1	20	Region 20 PD		$3,600.00
1	1	21	Travel		$0.00
1	1	21	Professional Development		$0.00
1	1	21	Salaries		$0.00
1	1	23	Compensation Plan		$125,000.00
1	1	24	Compensation Plan		$125,000.00
1	1	25	Region 20 Technical Support with Mentors and Mentees		$43,000.00
1	1	26	Certification Testing/Travel		$5,000.00
1	1	28	Instructional Officers Salary		$150,000.00
1	1	29	Technology survey - electronic devices needed for online virtual instruction district and campus		$550,000.00
1	1	31	Personnel		$215,000.00
1	1	43	Talent Ed Program		$9,700.00
1	1	53	Personnel - tutoring		$34,200.00
3	1	4	Technical Support - Region 20 - Contracted Services	211	$4,400.00
3	1	5	Region 20 Technical Support		$4,400.00
3	1	10	* transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds)		$9,000.00
				Sub-Total	$1,700,276.00

Title I Part A: Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	8	flyers/notes home		$5,000.00
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	17	Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions.		$10,000.00
3	1	17	Technology due to COVID-19 (Webcam, Ipad Pro)		$18,000.00
3	1	17	Supplies for sessions		$2,000.00
3	1	19	Ipads, cart(s), screen protectors, and IPAD covers		$15,000.00
3	1	19	IPAD Pro, screen protector, and case	211-61	$1,400.00
3	1	22	Zoom license		$85.00
				Sub-Total	$166,807.00

Title I, Part A Allocations					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	25	Travel - training		$500.00
3	1	5	Travel (counselors)		$500.00
3	1	5	Miscellenaous (lunch provided - if a working lunch)		$150.00
				Sub-Total	$1,150.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17	Salaries		$10,000.00
				Sub-Total	$10,000.00

Bilingual Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	37	LAS testing materials		$2,000.00
1	1	40	Title III		$0.00
1	1	41	Bilingual Education Allotment		$1,000.00
1	1	42	Bilingual Ed. Allotment		$3,300.00
1	1	45	ESC 20 Training		$1,100.00
				Sub-Total	$7,400.00

Gifted and Talented					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	38	Building Rental Fees		$100.00
1	1	38	Supplies and Materials		$0.00
1	1	38	Refreshments/Snacks		$0.00
1	1	39	GT Training		$0.00
				Sub-Total	$100.00

Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	22	SE-Extended Day, ESY, Summer School		$0.00
				Sub-Total	$0.00

Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Technology		$42,000.00
1	1	9	STAR 360 Renaissance		$49,600.00
1	1	10	Staff		$175,000.00
1	1	46	ESC training schedule for administrators		$2,000.00
1	1	47	ESC Digital Learning schedule		$4,100.00
1	1	48	Paid Subscription for Licenses for See Saw		$3,300.00
1	1	49	TEKS Implementation Guides		$1,500.00
1	1	50	Region 20 ESC schedule of training dates		$185,000.00
1	1	51	Phonics Curriculum-Saxon Phonics		$25,000.00
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	$489,700.00

School Safety and Security Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	18	Door-locking system, bullet proof glass, security sytems that monitor and record school entrances, exits and hallways		$39,406.00
				Sub-Total	$39,406.00

Region 20 SSA - Migrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	18	MIgrant Counselor/Tutors		$90,000.00
				Sub-Total	$90,000.00

TECHY Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	10	*travel/conferences/clothing		$12,000.00
				Sub-Total	$12,000.00
				Grand Total	$3,434,139.00

Addendums

CARRIZO SPRINGS CISD

2019 ACCOUNTABILITY RATINGS

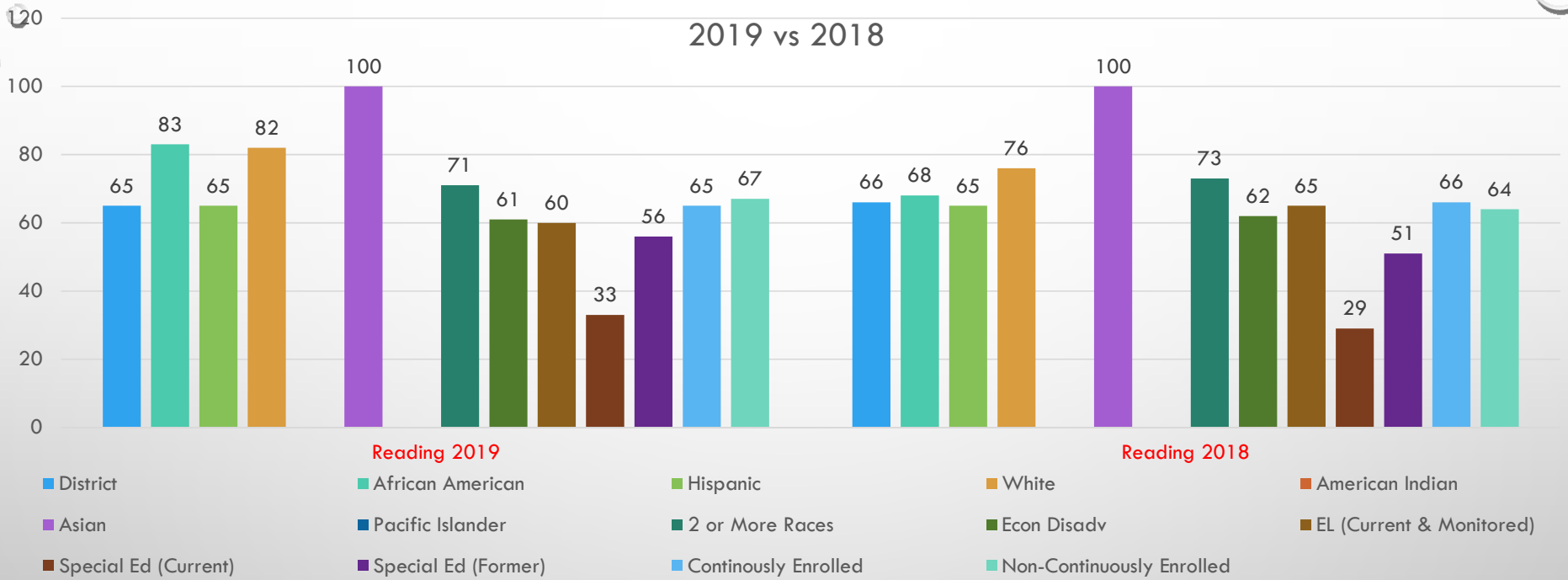
DR. ALBERTO GONZALES

SEPTEMBER 17, 2019

STAAR ALL SUBJECTS APPROACHES

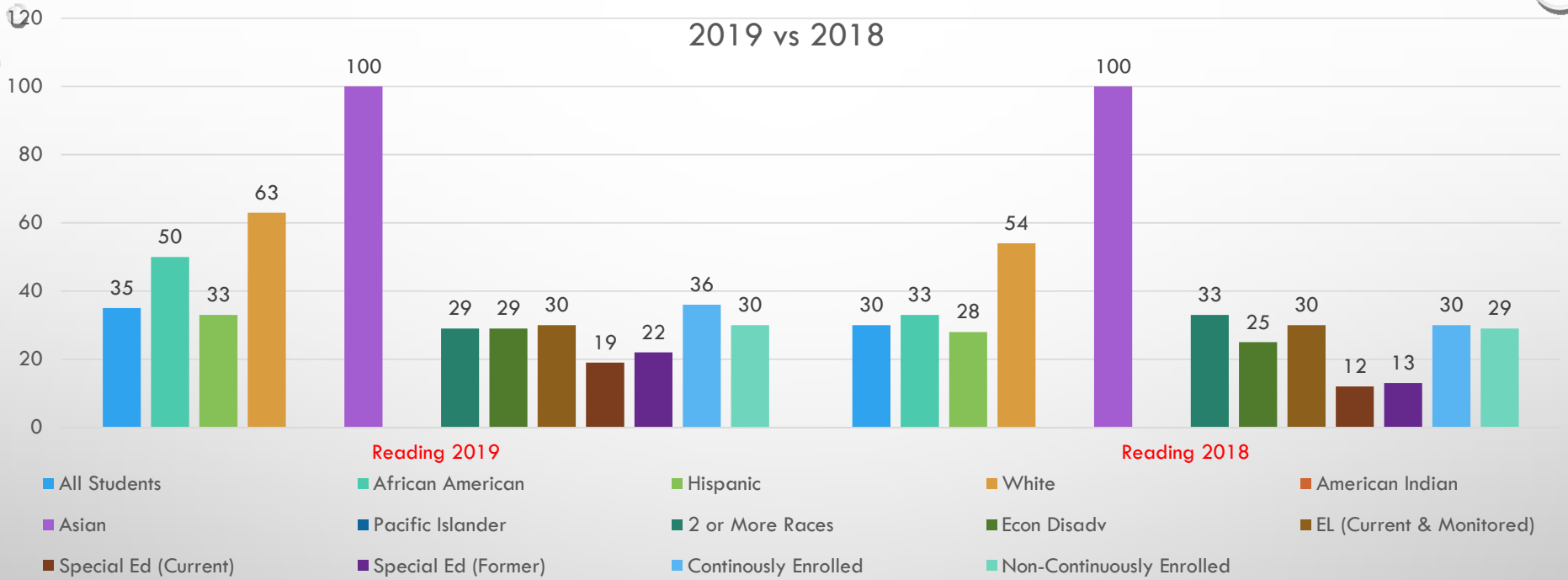
	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
All Subjects	69	83	68	86	-	100	-	72	64	67	37	54	69	69
Reading	65	83	65	82	-	100	-	71	61	60	33	56	65	67
Mathematics	72	83	72	84	-	100	-	71	69	74	46	50	73	70
Writing	47	100	46	57	-	100	-	67	42	45	17	100	46	53
Science	75	75	74	92	-	100	-	100	71	84	39	40	76	73
Social Studies	78	100	76	100	-	100	-	-	74	72	38	67	78	77

READING APPROACHES



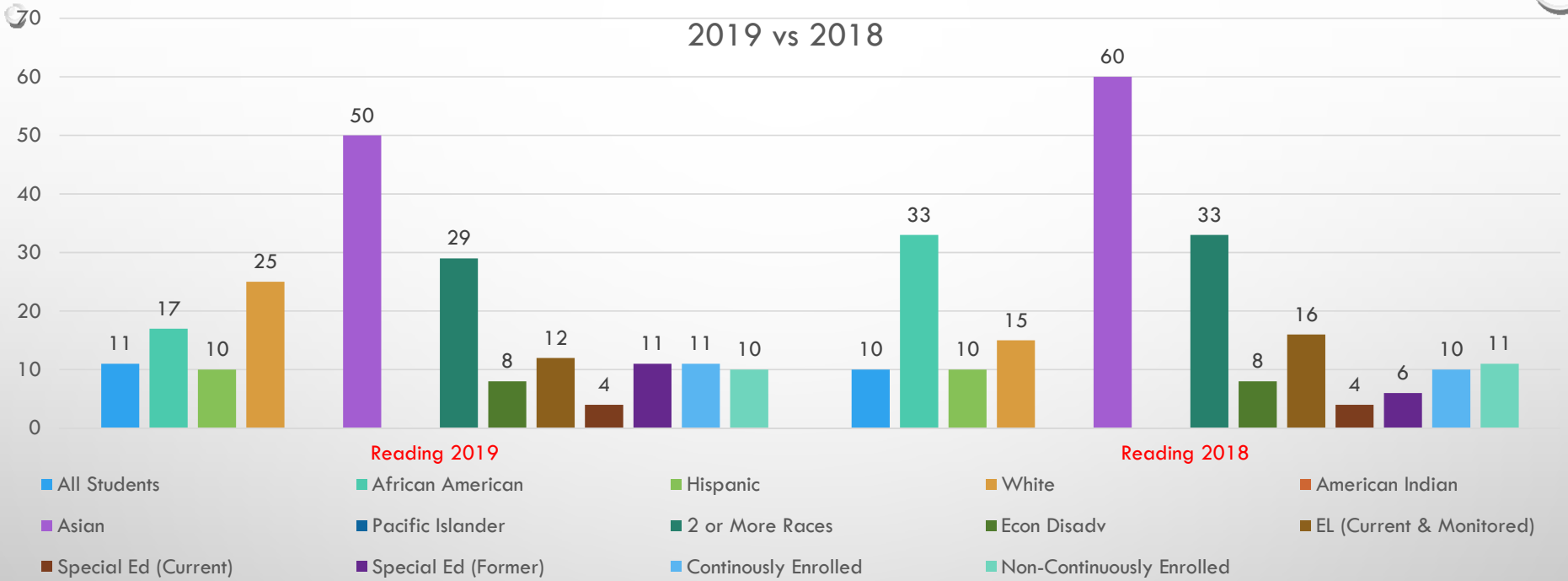
	District	African American	Hispanic	White	America n Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continousl y Enrolled	Non-Continuously Enrolled
Reading 2019	65	83	65	82	-	100	-	71	61	60	33	56	65	67
Reading 2018	66	68	65	76	-	100	-	73	62	65	29	51	66	64

READING MEETS



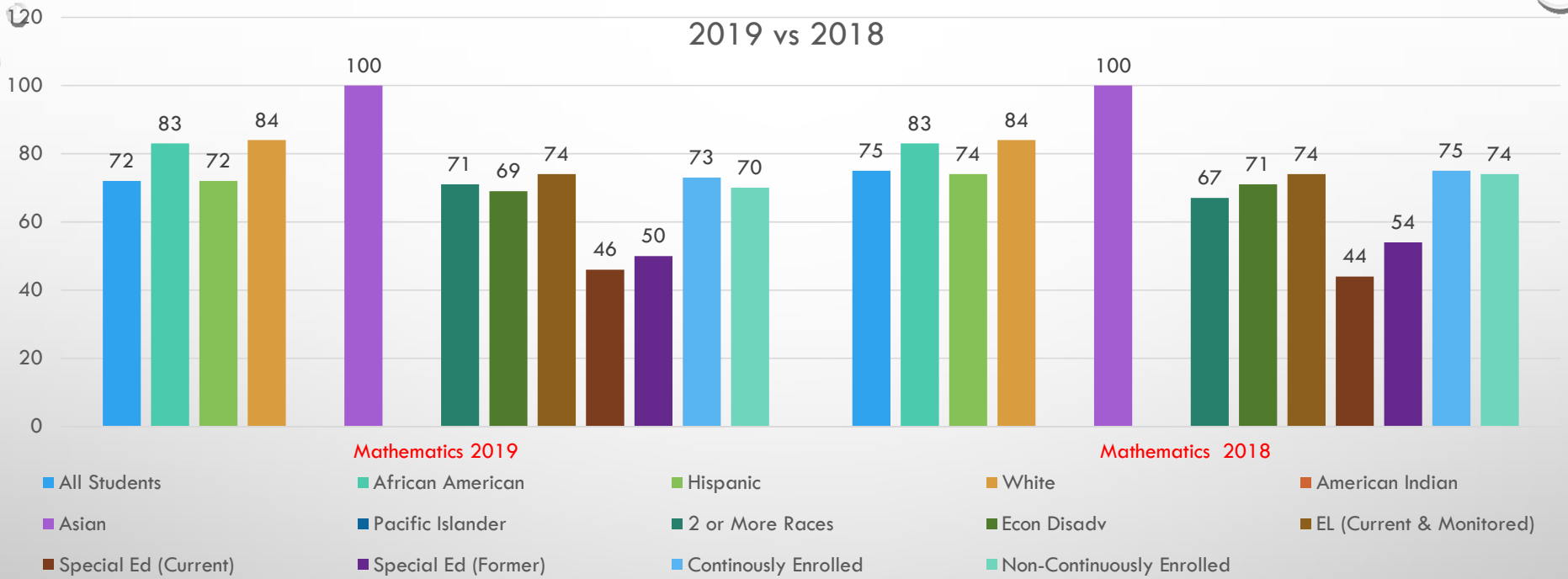
	District	African American	Hispanic	White	America n Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continousl y Enrolled	Non-Continuously Enrolled
Reading 2019	35	50	33	63	-	100	-	29	29	30	19	22	36	30
Reading 2018	30	33	28	54	-	100	-	33	25	30	12	13	30	29

READING MASTERS



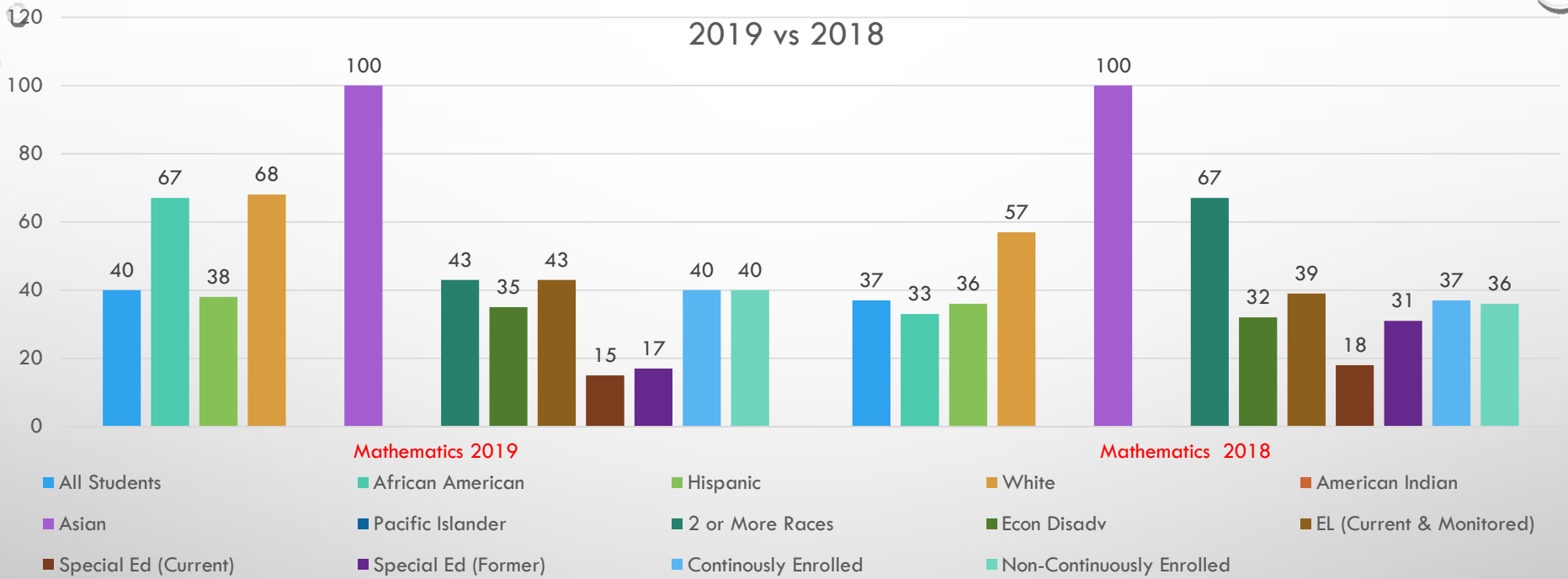
	District	African American	Hispanic	White	America n Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continousl y Enrolled	Non-Continuously Enrolled
Reading 2019	11	17	10	25	-	50	-	29	8	12	4	11	11	10
Reading 2018	10	33	10	15	-	60	-	33	8	16	4	6	10	11

MATHEMATICS APPROACHES



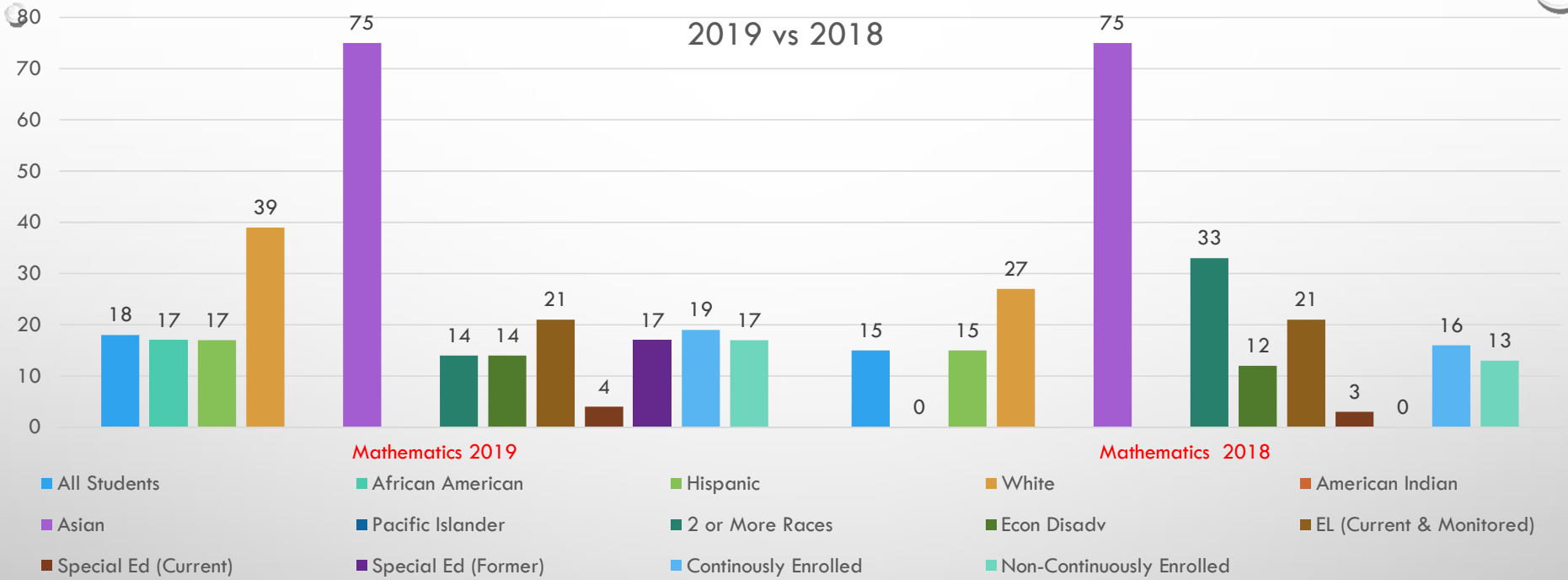
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Mathematics 2019	72	83	72	84	-	100	-	71	69	74	46	50	73	70
Mathematics 2018	75	83	74	84	-	100	-	67	71	74	44	54	75	74

MATHEMATICS MEETS



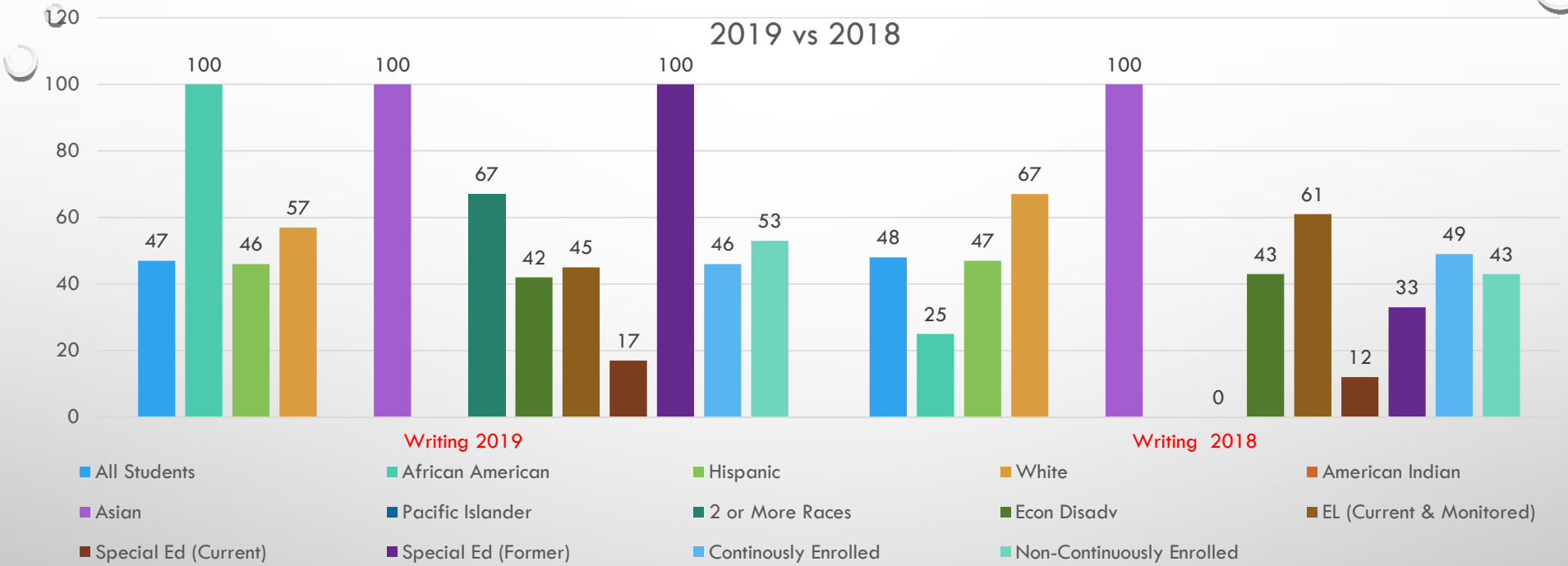
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Mathematics 2019	40	67	38	68	-	100	-	43	35	43	15	17	40	40
Mathematics 2018	37	33	36	57	-	100	-	67	32	39	18	31	37	36

MATHEMATICS MASTERS



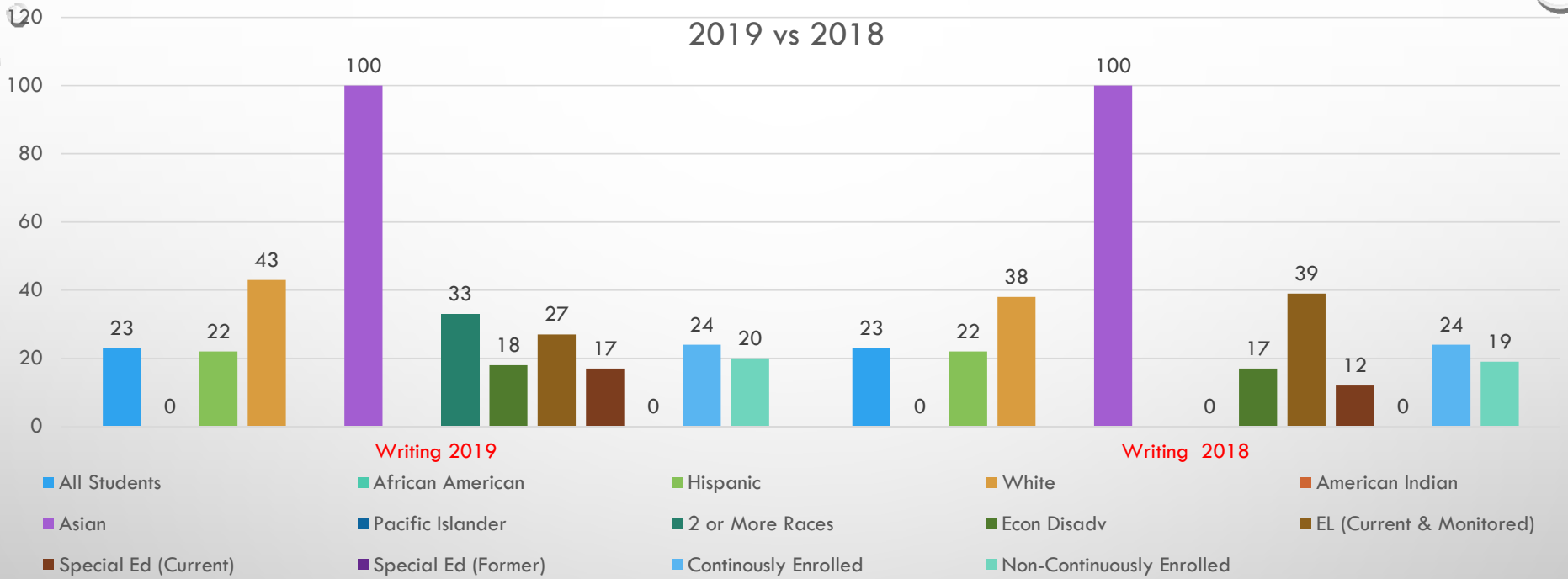
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Mathematics 2019	18	17	17	39	-	75	-	14	14	21	4	17	19	17
Mathematics 2018	15	0	15	27	-	75	-	33	12	21	3	0	16	13

WRITING APPROACHES



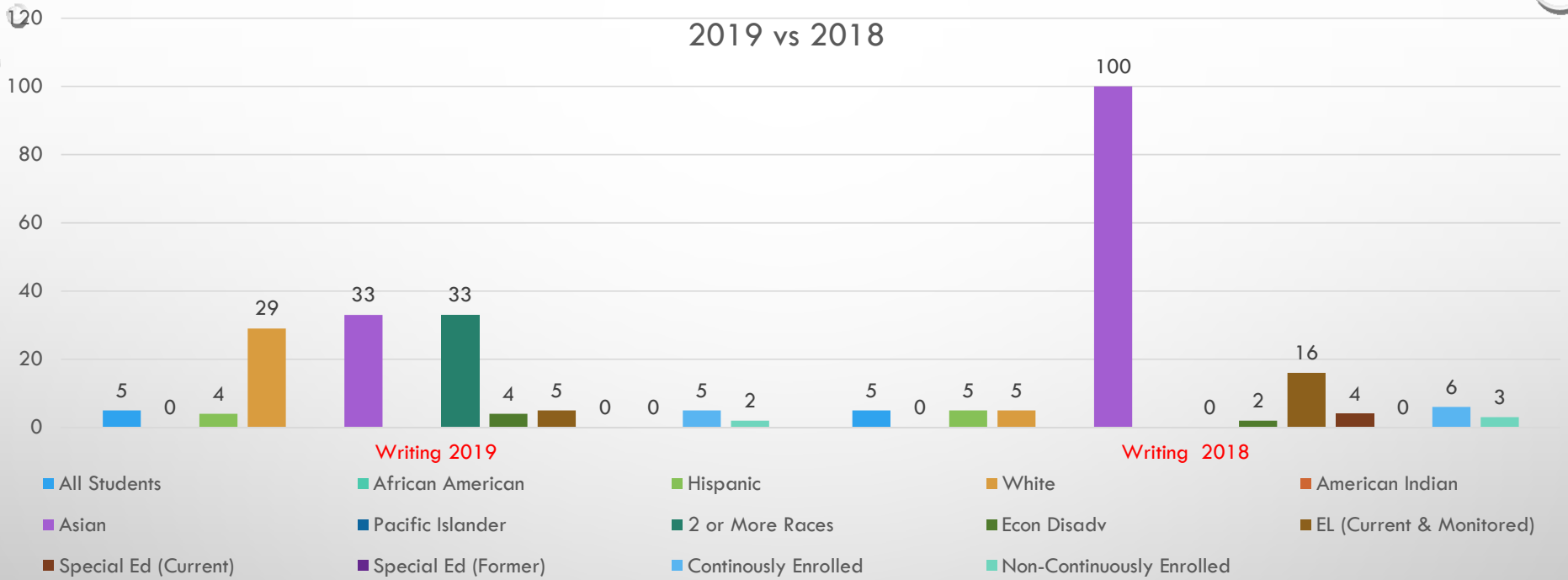
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Writing 2019	47	100	46	57	0	100	-	67	42	45	17	100	46	53
Writing 2018	48	25	47	67	0	100	-	-	43	61	12	33	49	43

WRITING MEETS



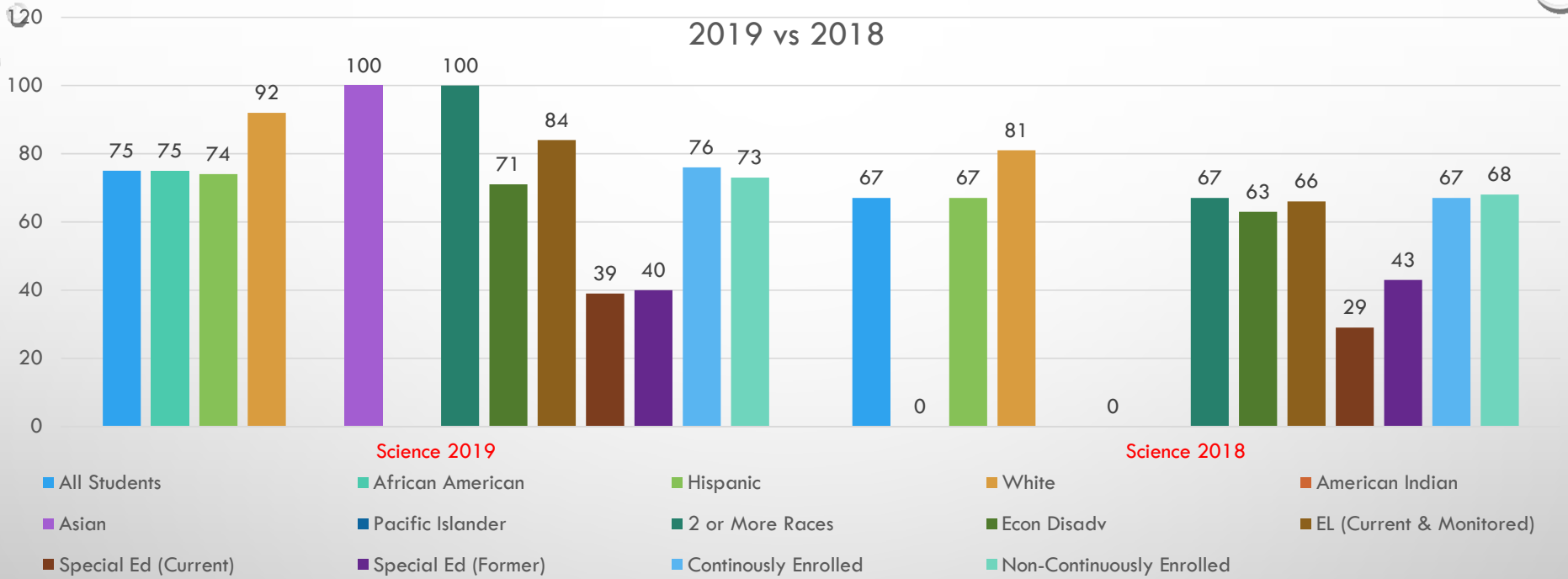
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Writing 2019	23	0	22	43	0	100	-	33	18	27	17	0	24	20
Writing 2018	23	0	22	38	0	100	-	-	17	39	12	0	24	19

WRITING MASTERS



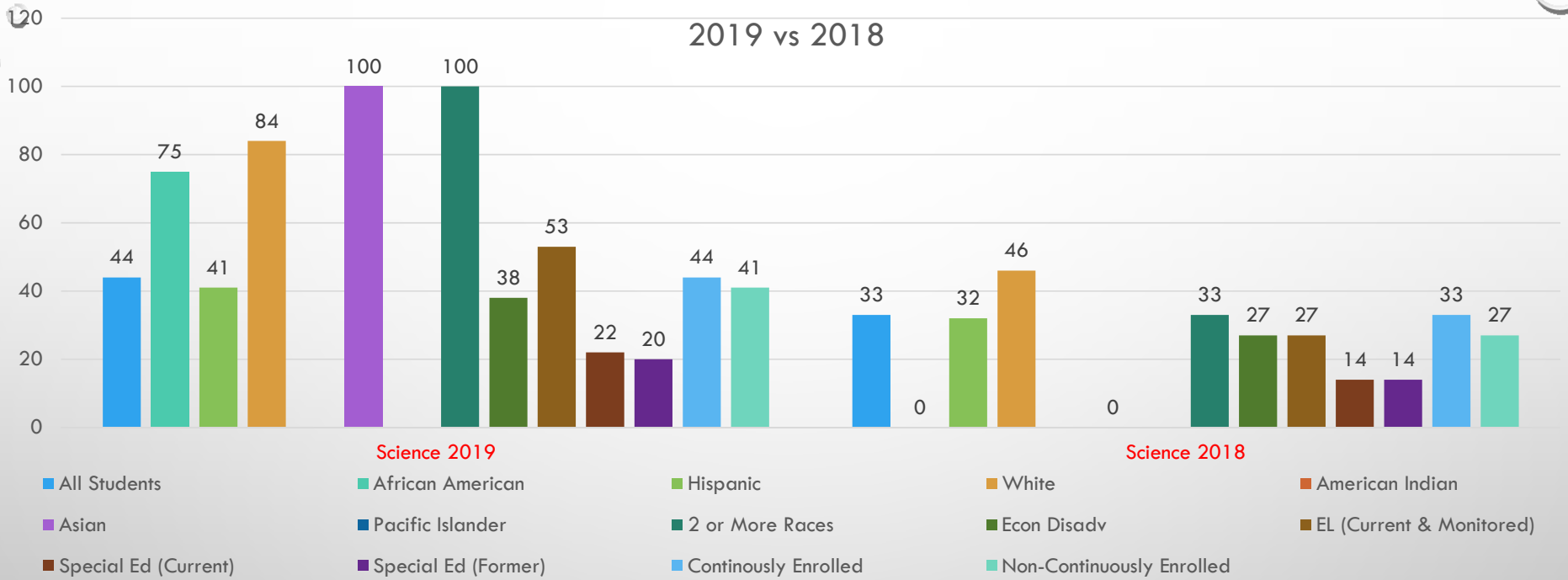
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Writing 2019	5	0	4	29	0	33	-	33	4	5	0	0	5	2
Writing 2018	5	0	5	5	0	100	-	-	2	16	4	0	6	1

SCIENCE APPROACHES



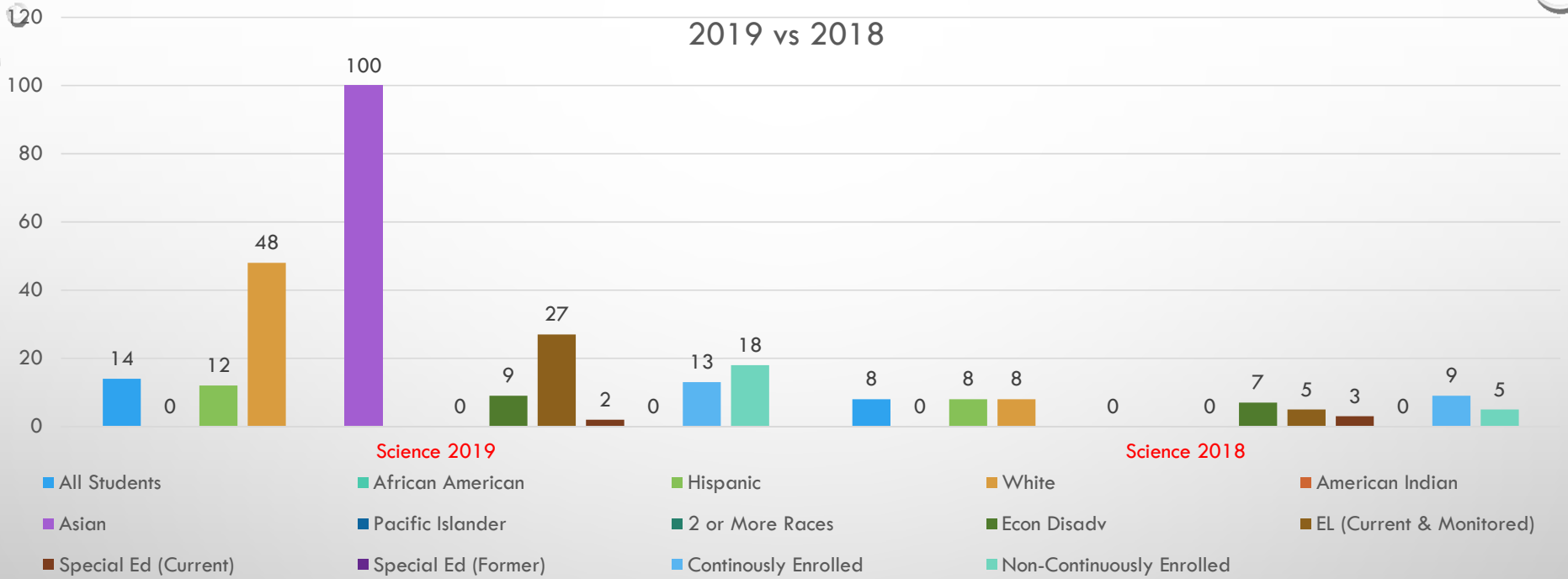
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Science 2019	75	75	74	92	-	100	-	100	71	84	39	40	76	73
Science 2018	67	0	67	81	0	-	-	67	63	66	29	43	67	68

SCIENCE MEETS



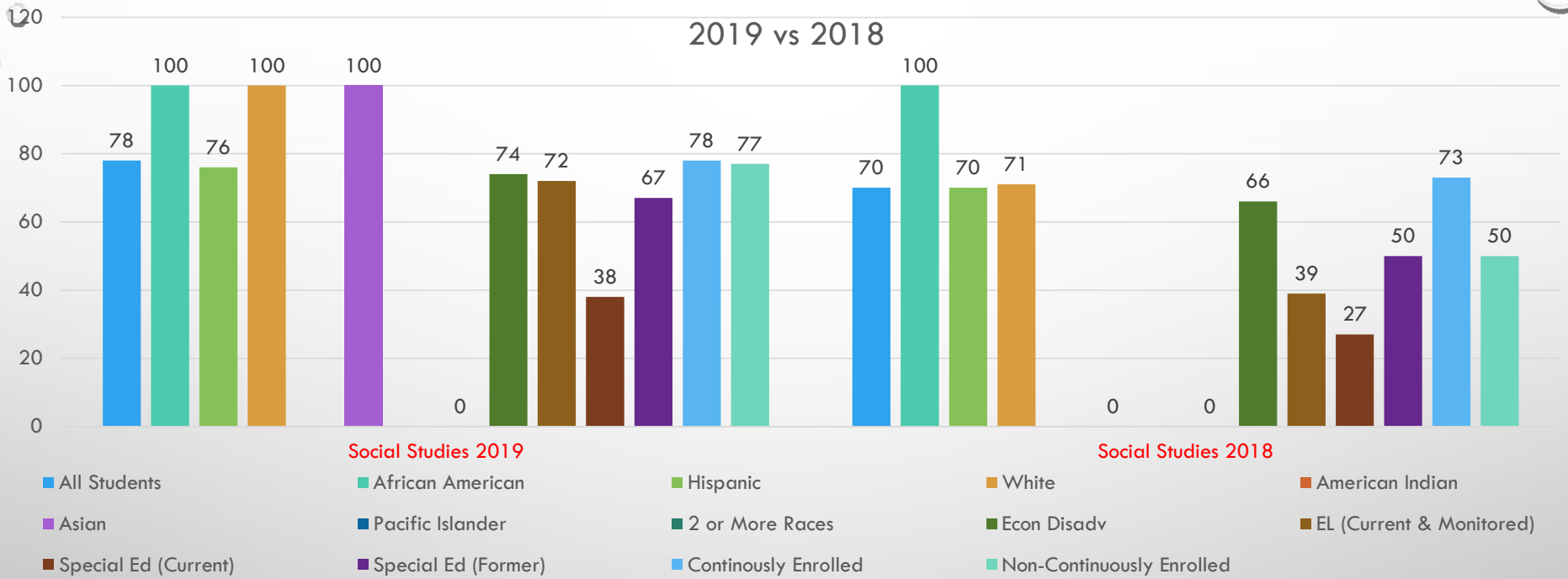
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Science 2019	44	75	41	84	-	100	-	100	38	53	22	20	44	41
Science 2018	33	0	32	46	0	-	-	33	27	27	14	14	33	27

SCIENCE MASTERS



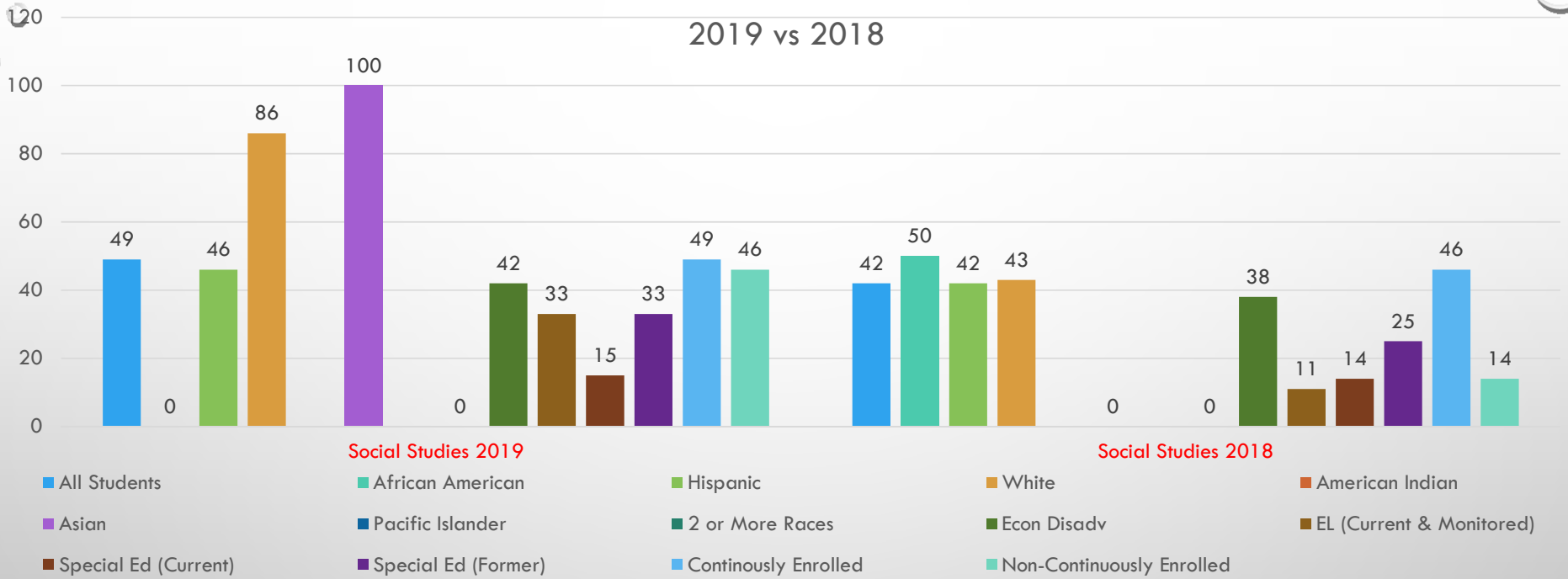
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Science 2019	14	0	12	48	0	100	-	0	9	27	2	0	13	18
Science 2018	8	0	8	8	0	-	-	0	7	5	3	0	9	5

SOCIAL STUDIES APPROACHES



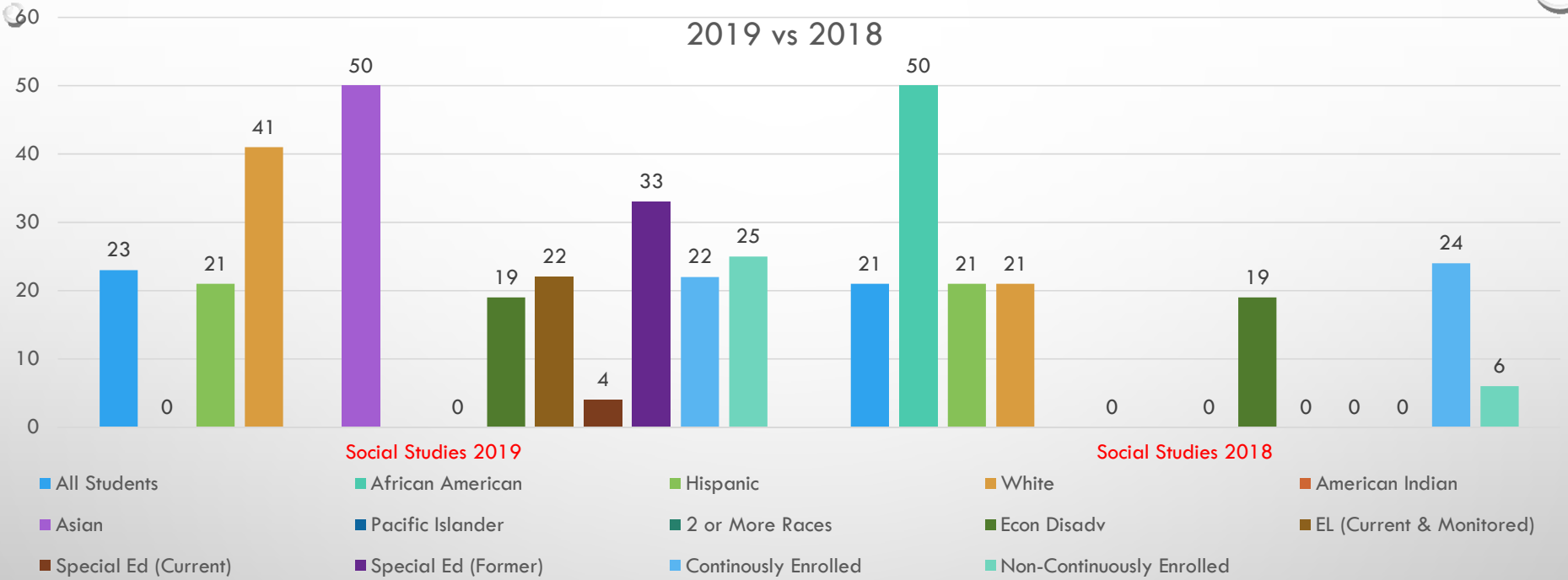
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Social Studies 2019	78	100	76	100	-	100	-	-	74	72	38	67	78	77
Social Studies 2018	70	100	70	71	-	-	-	-	66	39	27	50	73	50

SOCIAL STUDIES MEETS



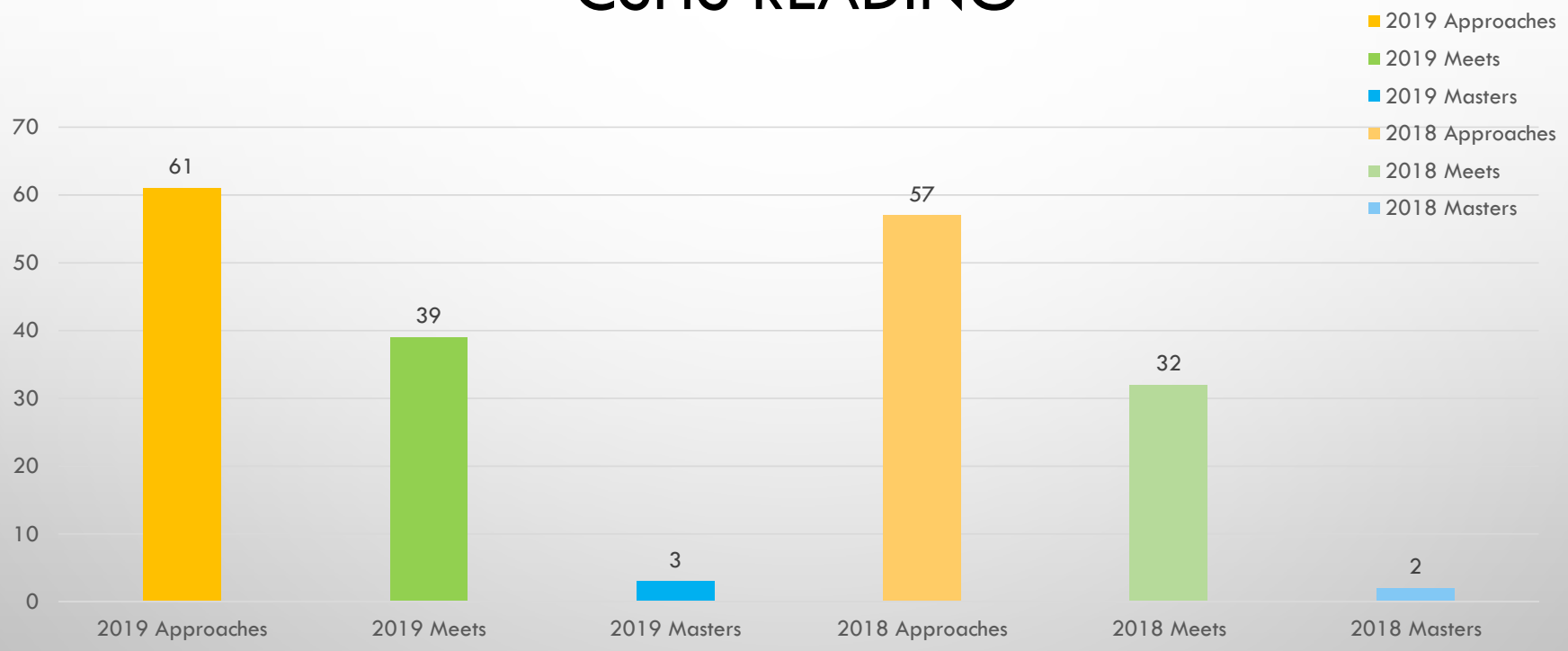
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Social Studies 2019	49	0	46	86	-	100	-	-	42	33	15	33	49	46
Social Studies 2018	42	50	42	43	-	-	-	-	38	11	14	25	46	14

SOCIAL STUDIES MASTERS

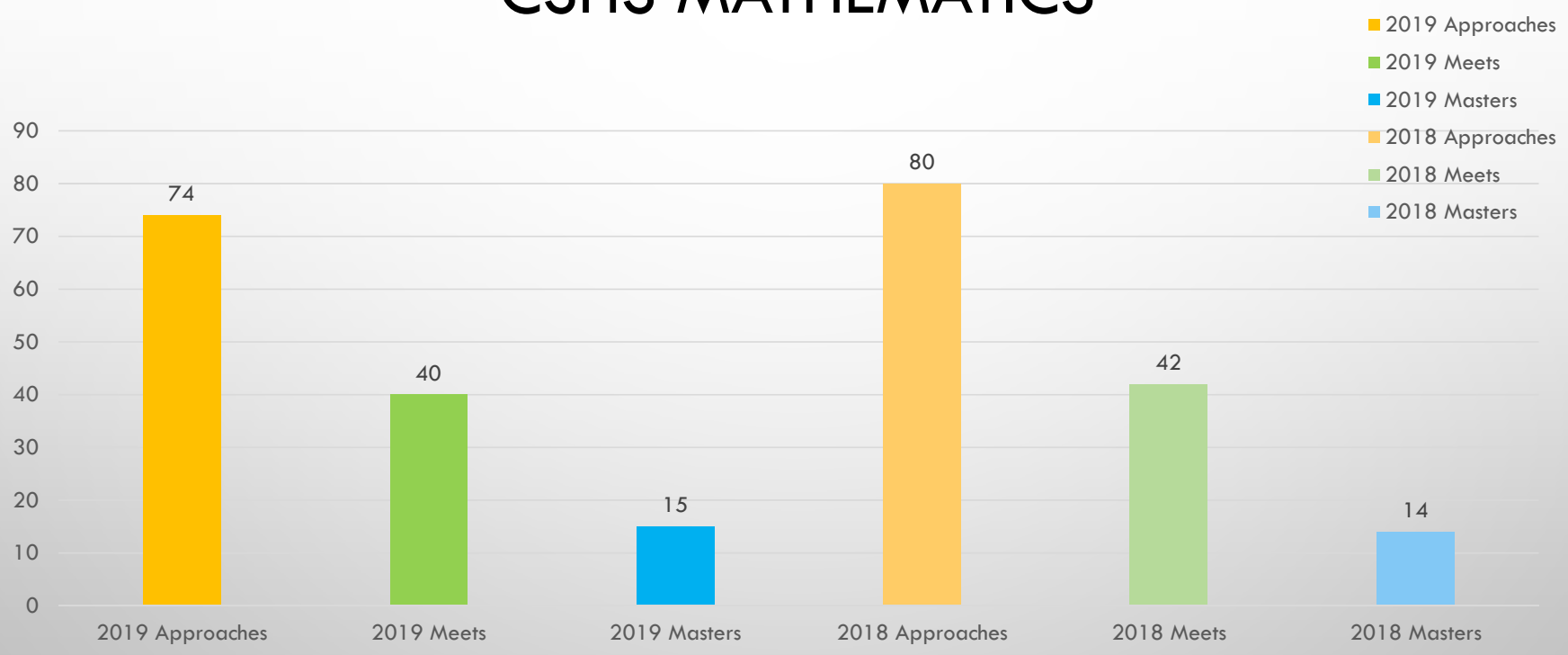


	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	2 or More Races	Econ Disadv	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continously Enrolled	Non-Continuously Enrolled
Social Studies 2019	23	0	21	41	-	50	-	-	19	22	4	33	22	25
Social Studies 2018	21	50	21	21	-	-	-	-	19	0	0	0	24	6

CSHS READING



CSHS MATHEMATICS



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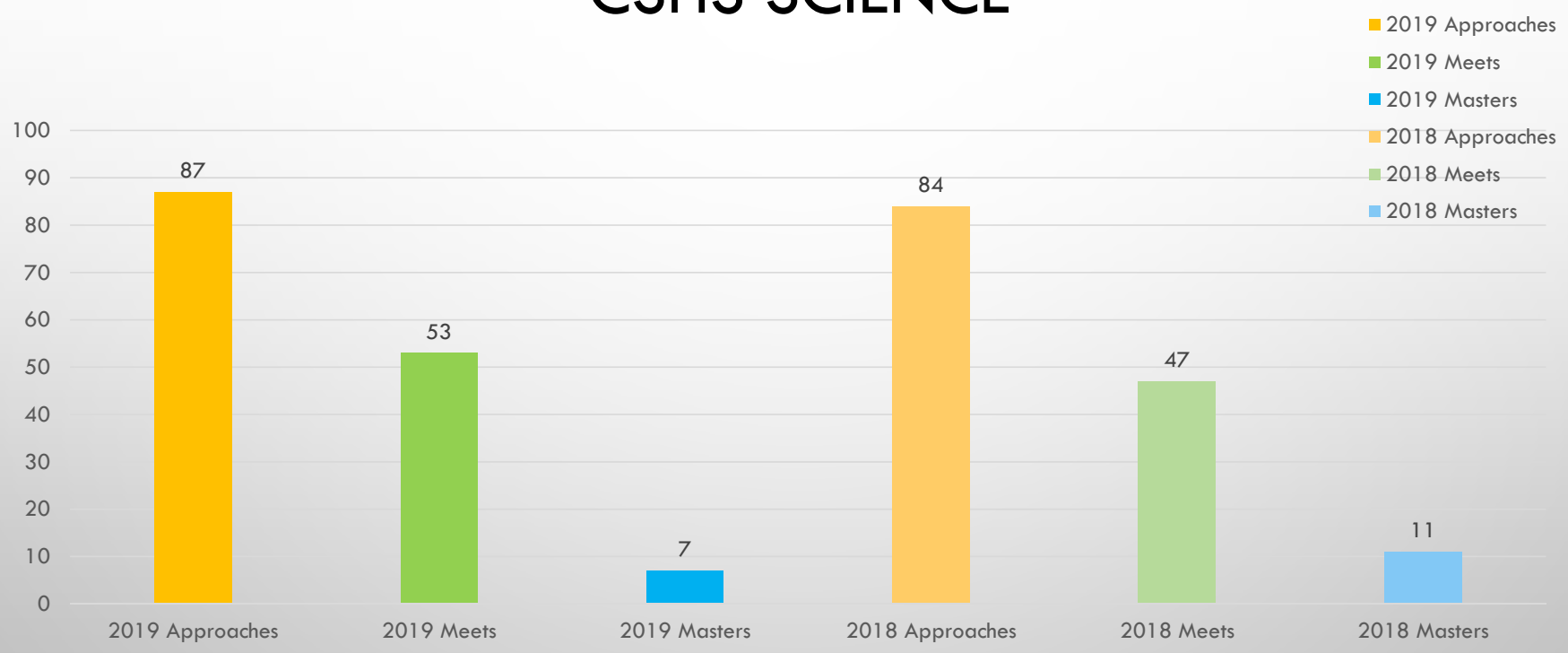

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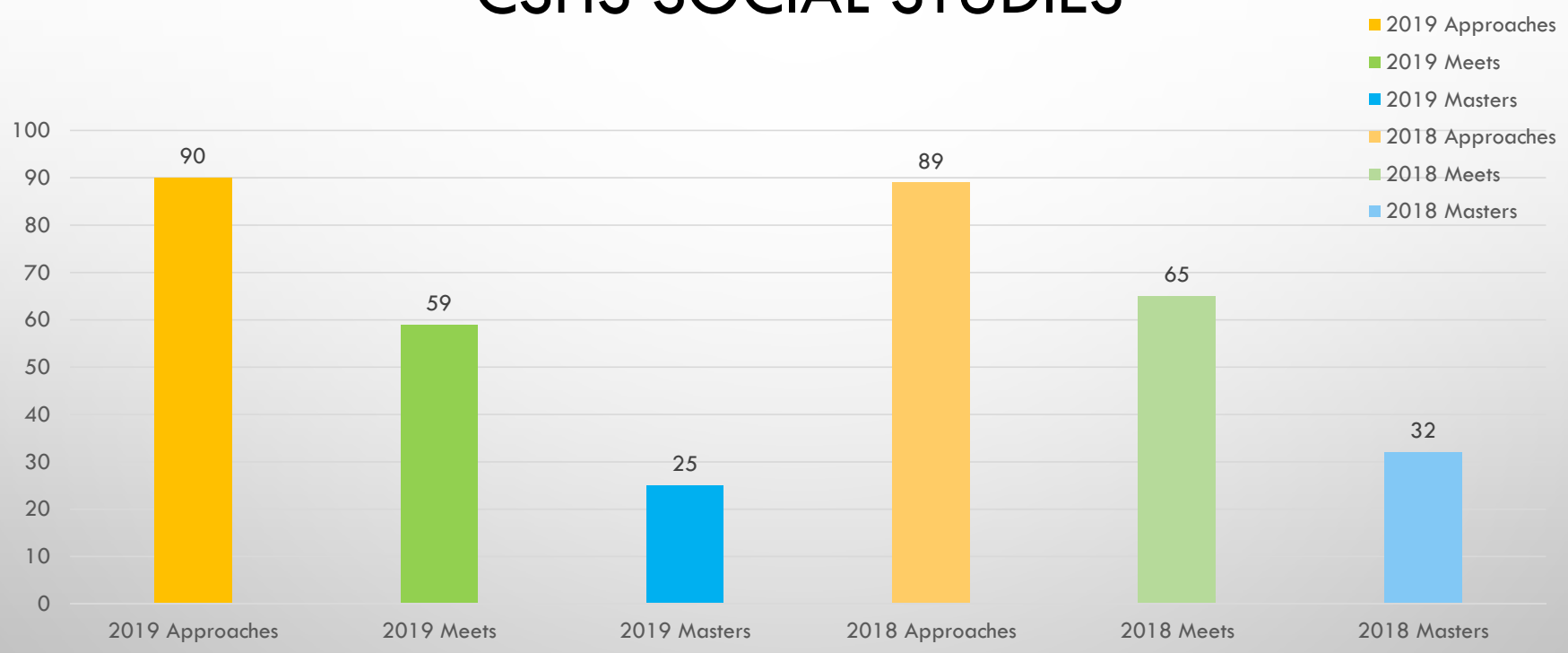

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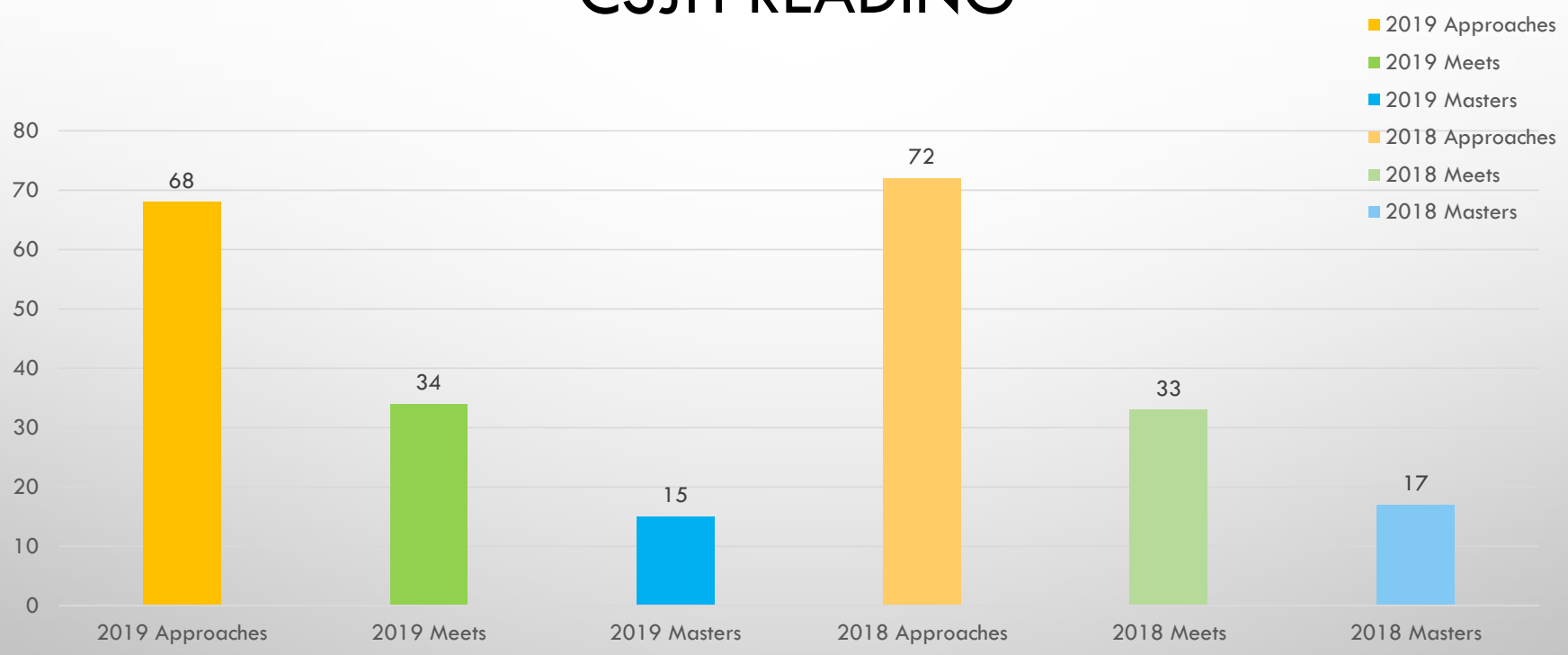

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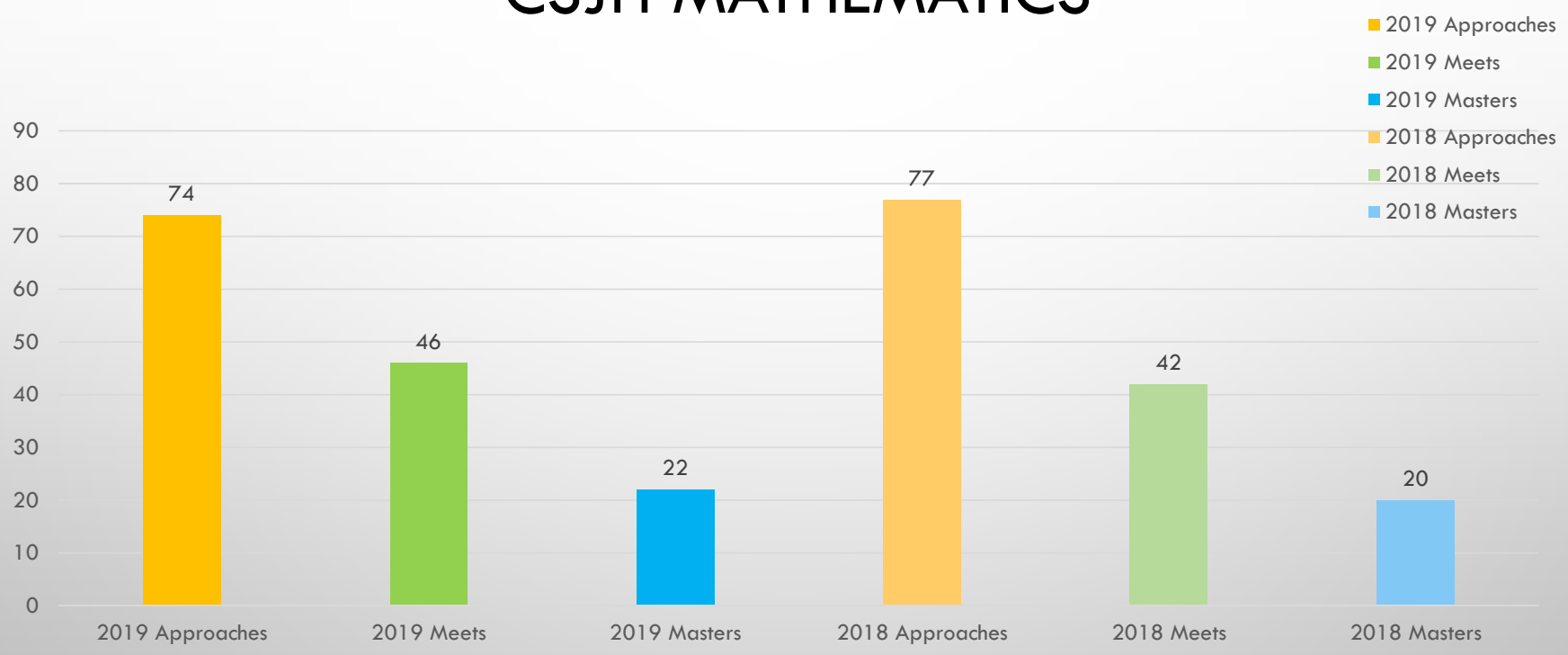

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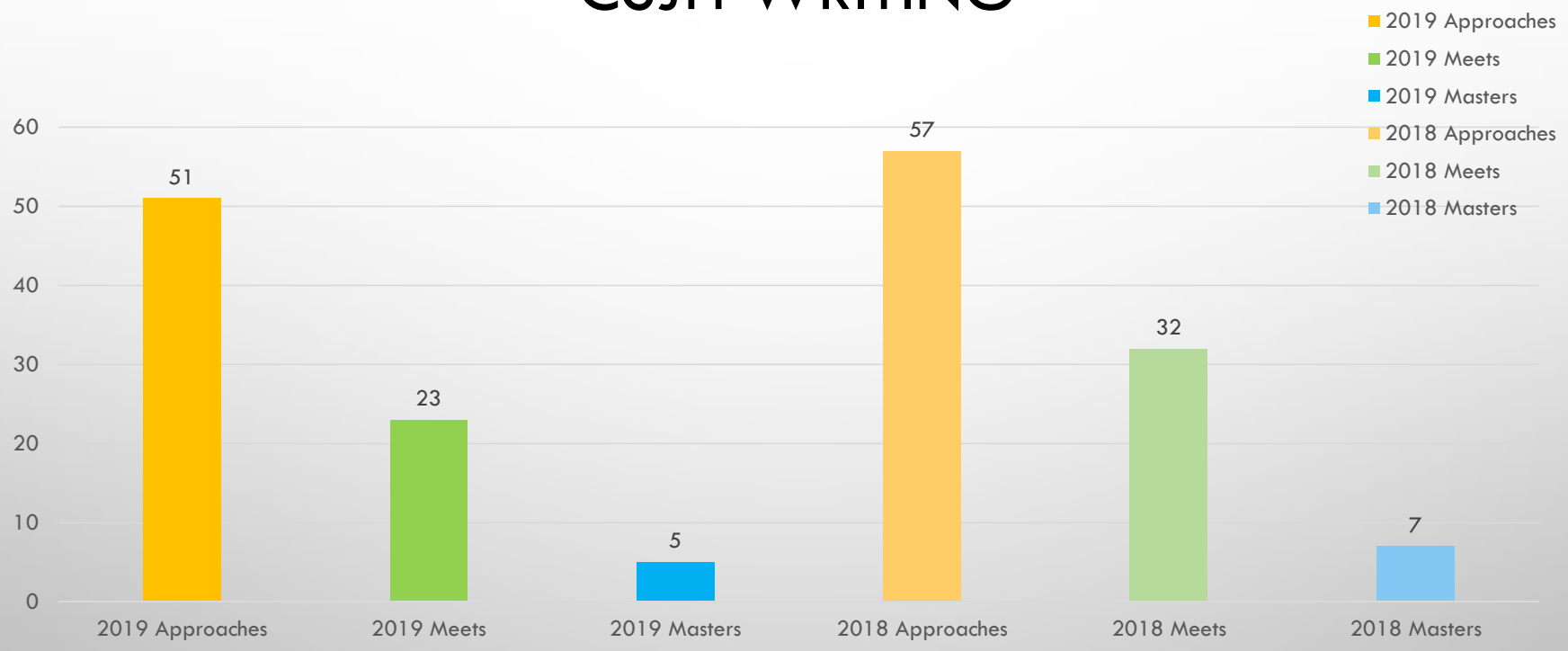

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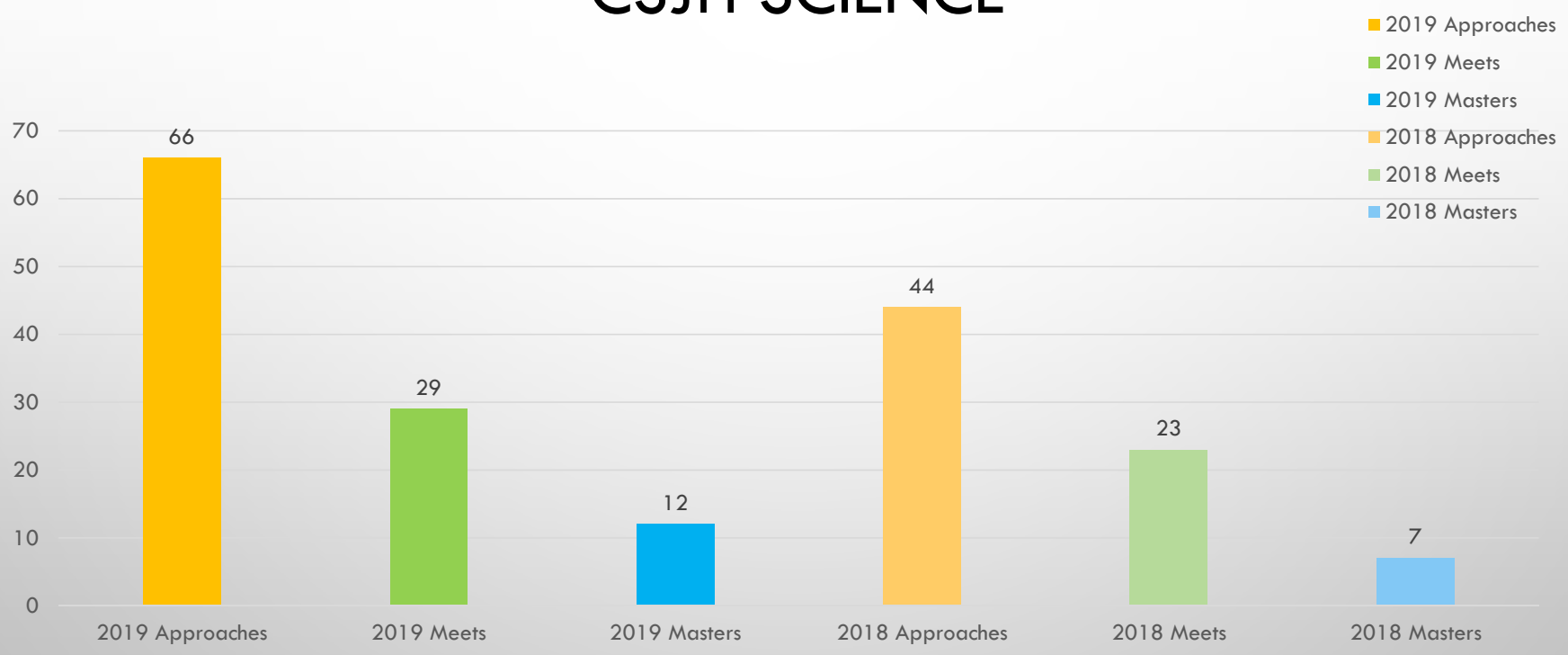
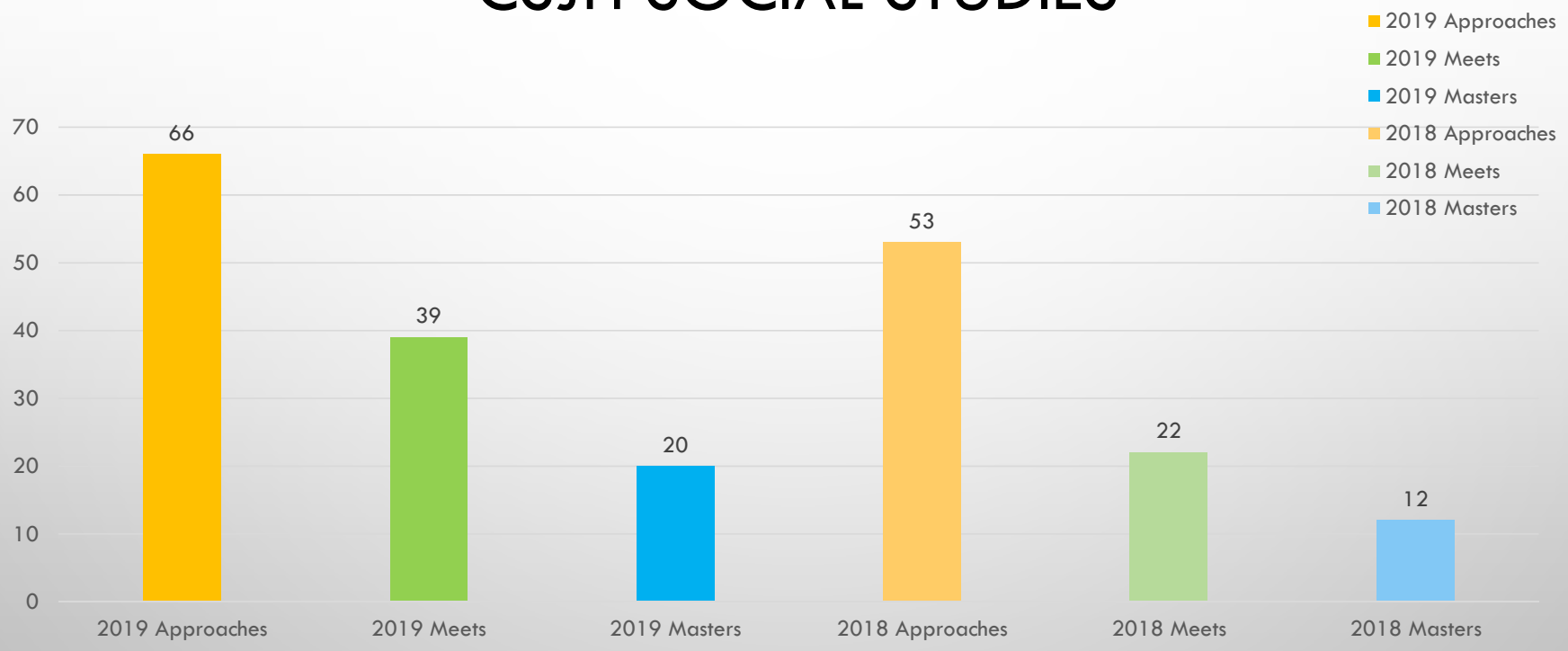


CSJH SOCIAL STUDIES



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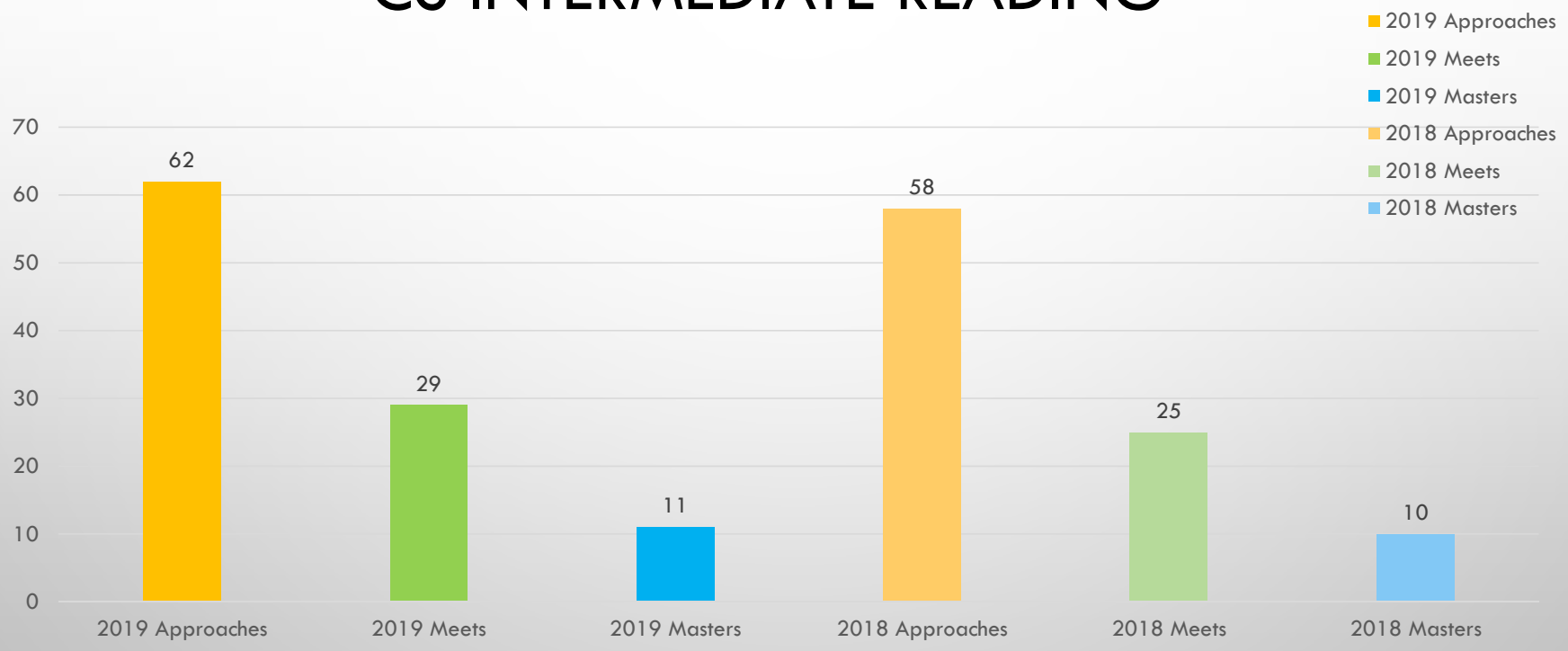

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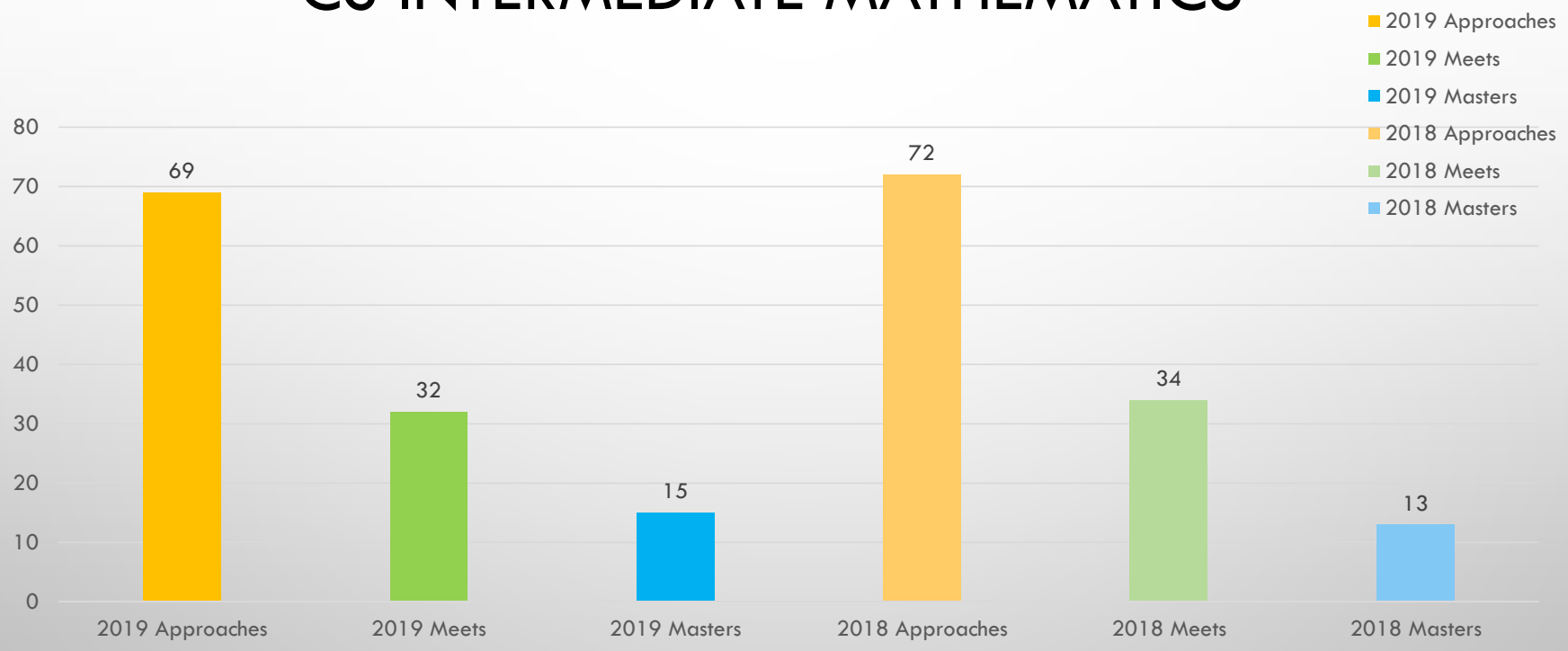

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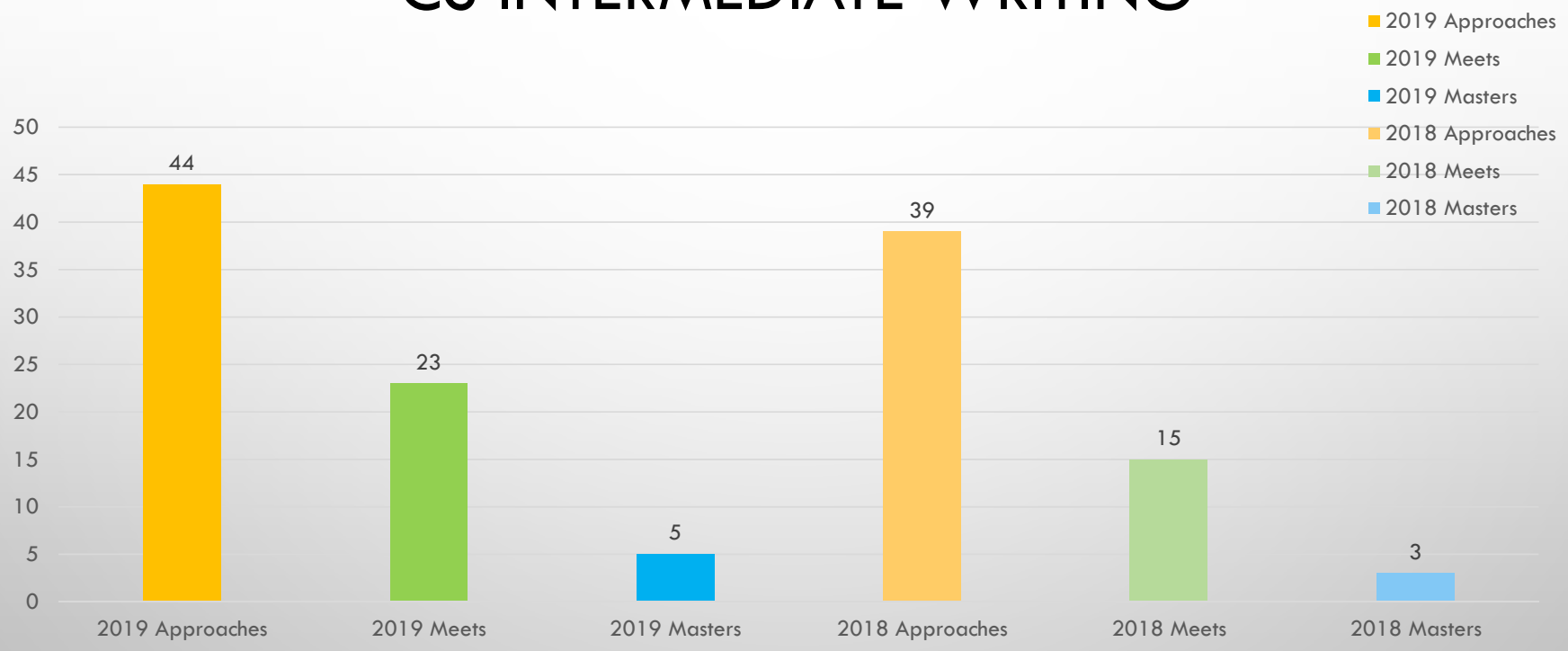

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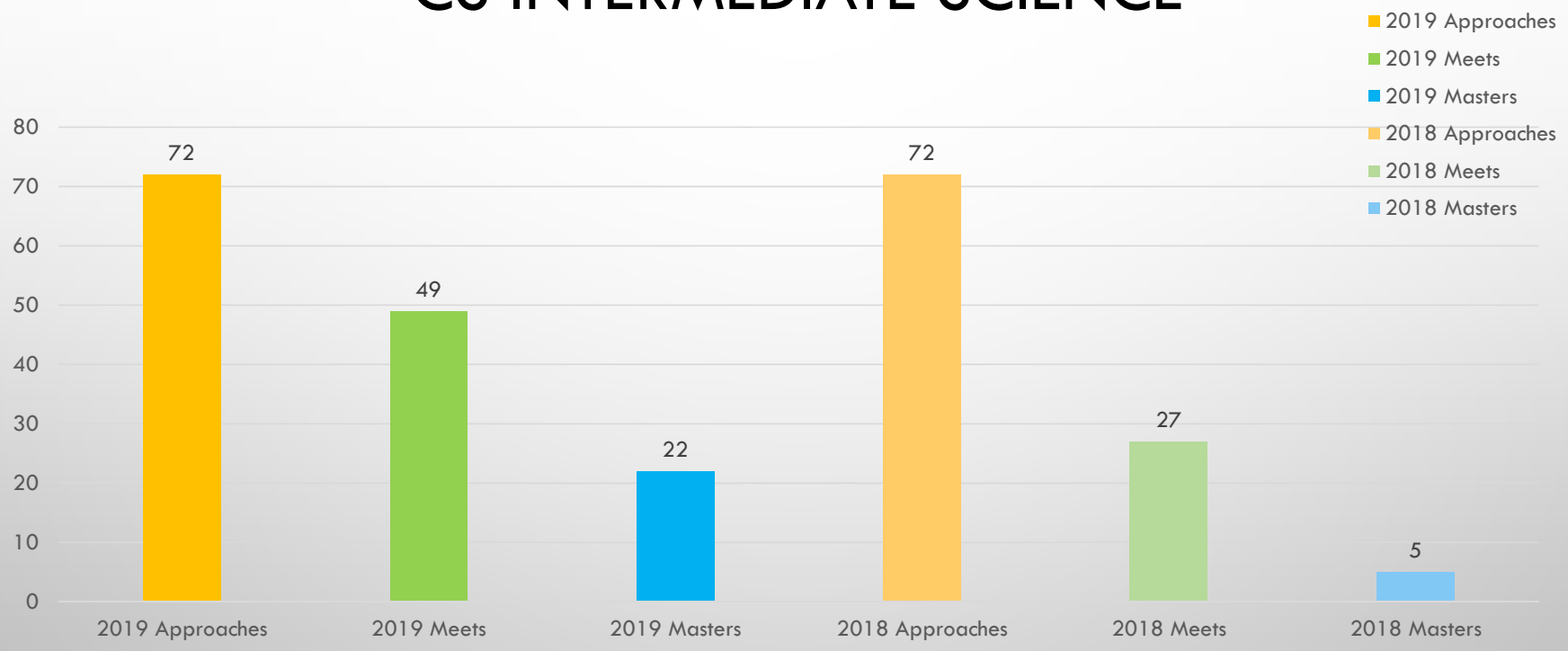

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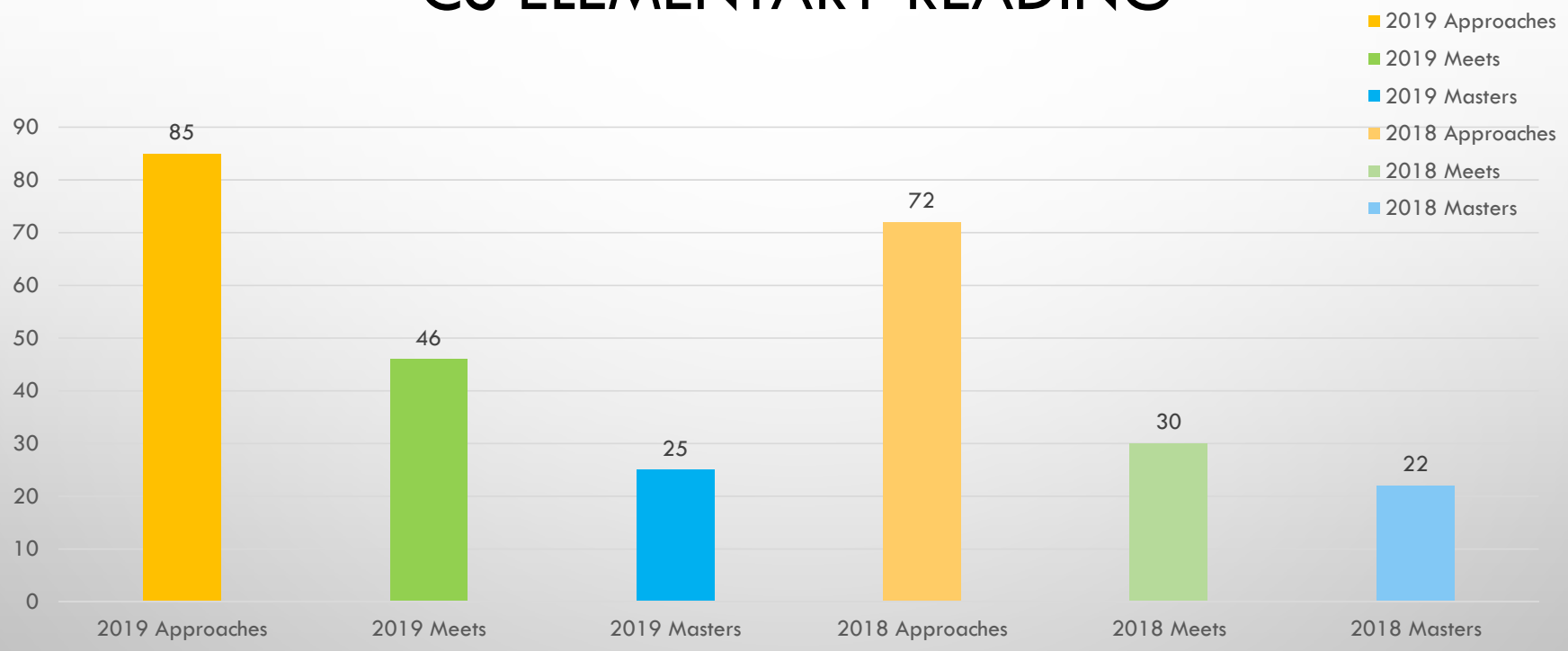

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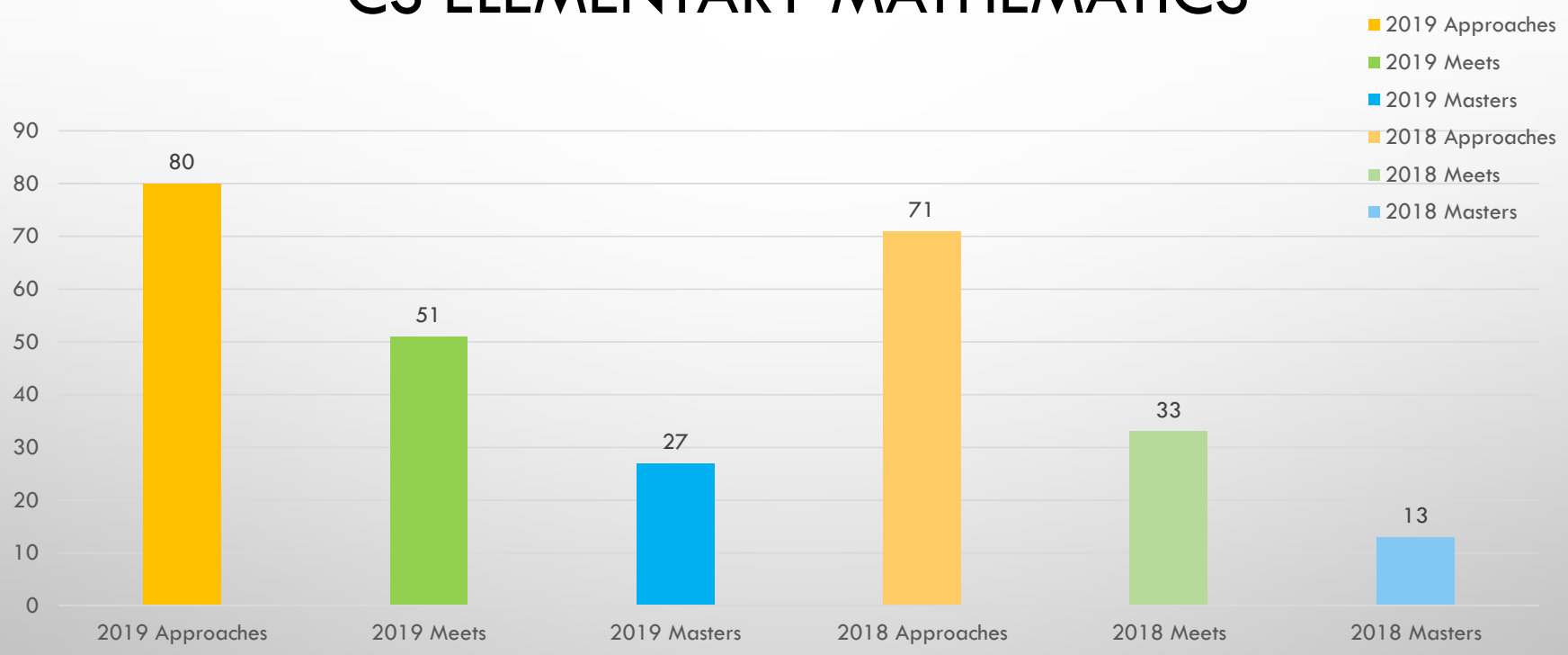

Definitions

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.

2019 STAAR COHORT COMPARISON REPORT

5th Grade

READING								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2017	165	87	53	45	27	23	14
4TH	MAY 2018	159	97	61	45	28	23	14
5TH	MAY 2019	166	127	77	57	34	23	14

MATH								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2017	166	99	60	43	26	20	12
4TH	MAY 2018	159	114	72	67	42	29	18
5TH	MAY 2019	166	124	75	67	40	33	20

6th Grade

READING								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2016	128	81	63	24	19	9	7
4TH	MAY 2017	145	61	42	28	19	13	9
5TH	MAY 2018	150	98	65	35	23	14	9
6TH	MAY 2019	151	77	51	27	18	12	5

MATH								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2016	126	72	57	19	15	8	6
4TH	MAY 2017	146	97	66	38	26	17	12
5TH	MAY 2018	150	125	83	44	29	15	10
6TH	MAY 2019	151	99	66	37	25	13	9

7th Grade

READING								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2015	129	81	63	25	19	9	7
4TH	MAY 2016	121	65	54	25	21	10	8
5TH	MAY 2017	134	84	63	32	24	16	12
6TH	MAY 2018	133	63	47	25	19	13	10
7TH	MAY 2019	137	78	57	38	28	15	11

MATH								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2015	129	67	52	22	17	8	6
4TH	MAY 2016	120	45	38	16	13	7	6
5TH	MAY 2017	133	101	76	34	25	16	12
6TH	MAY 2018	134	83	62	36	27	14	10
7TH	MAY 2019	137	87	64	47	34	19	14

8th Grade

READING								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2014	129	86	67	27	21	12	9
4TH	MAY 2015	131	69	53	29	22	10	8
5TH	MAY 2016	134	72	54	35	26	17	13
6TH	MAY 2017	176	83	47	35	20	11	6
7TH	MAY 2018	181	116	64	62	34	25	14
8TH	MAY 2019	113	84	74	41	36	3	3

MATH								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
3RD	MAY 2014	129	74	57	23	18	12	9
4TH	MAY 2015	130	64	49	20	15	8	6
5TH	MAY 2016	133	80	60	25	19	5	4
6TH	MAY 2017	146	75	51	34	23	10	7
7TH	MAY 2018	156	104	67	59	38	24	15
8TH	MAY 2019	104	76	73	38	36	3	3

7th Grade Writing

WRITING								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
4TH	MAY 2016	121	51	42	15	12	3	2
7TH	MAY 2019	139	75	52	33	24	7	5

Biology

SCIENCE								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
5TH	MAY 2016	136	68	50	24	18	7	5
8TH	MAY 2019	159	106	67	46	29	19	12

BIOLOGY								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
BIOLOGY EOC	MAY 2019	143	132	92	89	62	11	8

English

ENGLISH I								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
CSHS	MAY 2019	174	106	61	71	41	8	5

ENGLISH II								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
CSHS	MAY 2019	141	99	70	73	52	3	2

Algebra I

ALGEBRA I								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
8th	SPRING 2019	56	56	100	55	98	47	84

ALGEBRA I								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
CSHS	SPRING 2019	110	80	73	48	44	17	15

US History

US HISTORY 2019 - 2020								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
CSHS	SPRING 2017 (8TH)	137	102	63%	49	30%	33	20%

US HISTORY 2018 - 2019								
GRADE LEVEL	ADMINISTRATION DATE	Number of Students	Approaches		Meets		Masters	
			#	%	#	%	#	%
CSHS	SPRING 2019	142	133	94%	90	63%	37	26%

2020-2021 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 NGS training offered by ESC – Designated SEA Reviewers. COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2021 for ID&R training or as determined by TEA. NGS training: August 25-27, 2020
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. 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 migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs. Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs. Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

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

Priority for Service (PFS) Action Plan
for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• 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 LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: ESC Region 20	Priority for Service (PFS) Action Plan	Filled Out By: MEP Team
Region: 20	School Year: 2020 - 2021	Date: 09/16/20

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

Goal(s):	**Objective(s):**
Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of PFS migrant 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 on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	System Specialists	NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annual	Migrant Coordinator Educational Specialists	Priority 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).	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Annual PAC Meetings	Educational Specialists Recruiters Migrant Tutors	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 home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls with parents as needed (case by case) PAC Meetings	Educational Specialists Migrant Counselor Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list PAC Sign-In Sheets Tutor Logs

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	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs 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	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor Logs Recruiter Logs Tutor Logs 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 Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature	Date Completed	ESC Signature	Date Received