

2017-18 Campus Improvement Plan

CARRIZO SPRINGS HIGH SCHOOL

School Name

Carrizo Springs Consolidated Independent School District

District Name



Approved by CSCISD Board of Trustees, February 20, 2018

Table of Contents

Mission Statement	4
Comprehensive Needs Assessment.....	5
Reading	10
Writing	10
English I	10
English II	11
Mathematics	11
Algebra I	12
Science	12
Biology	13
Social Studies	13
U.S History	14
Goals and Strategies.....	15
Student Performance.....	15
Maximize Funding.....	30
Safe Environment.....	34
Vocational Programs.....	39
Teacher Recruitment	41
Summary of Expenditures in this Plan.....	44
Total Allocations and Expenditures by Funding Source	44
Total Expenditures by Object Type	45
Total Expenditures by Object Type and Funding Source	46
Assurance Addendum	48
Local Requirements	48

CPOC Membership and Meetings	49
Legal Requirements	50
Plan Requirements	53
Staff Development	54

Mission Statement

Carrizo Springs Consolidated Independent School District’s Mission Statement

We believe that education is the foundation for success in life. Therefore, our mission is to encourage, guide and support all students to reach their highest potential and become lifelong learners contributing to society.

CARRIZO SPRINGS HIGH SCHOOL’s Mission Statement

Campus Vision Statement

CSHS will provide an inviting environment where students and teachers will be inspired to contribute, are appreciated and driven by high expectations.

Campus Mission Statement

Students will be inspired to contribute and improve upon an ever-changing world with the education and skills instilled in a safe, friendly and challenging educational environment created by a passionate and caring staff.

CARRIZO SPRINGS HIGH SCHOOL Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at CARRIZO SPRINGS HIGH SCHOOL conducted a comprehensive needs assessment for the 2017-18 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at CARRIZO SPRINGS HIGH SCHOOL include 38.4 teachers, 7.5 paraprofessionals, and 5 administrators. The student population is 5.2% White, 0.7% African American, 93.7% Hispanic, .05% Asian, and 0% Native American. Additionally, the campus serves 70.0% economically disadvantaged students, 7.7% special education students, and 2.7% Limited English Proficient students. Attendance rates include 88.5% African American, 91.6% Hispanic, 95.7% White, and 90.9% economically disadvantaged. The most current data indicate the campus has a 13.5% mobility rate.

The following data were reviewed in relation to campus demographics:

2016-2017 School Report Card

2016-2017 Texas Academic Performance Reports (TAPR)

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

The enrollment numbers indicate that enrollment increased over the past 3 years from 661 in 2015, 635 in 2016, to 601 in 2017. For 2017, the enrollment breakdown by grade level is: Grade 9-185 30.8%, Grade 10-173 28.8%; Grade 11-137 22.8%; Grade 12-106 17.6%;

Areas of need include:

Be aware of the students' needs in order to best serve them

Target groups that need assistance for mastery

Use of Quality Data to Drive Instruction

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

2016-2017 School Report Card

2016-2017 PEIMS Data Reports

2016-2017 STAAR Results

2016 Graduation Rates

Not on target to graduate - reports (counselors)

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

Students are achieving college and career readiness

Campus has achieved met standard for 2014-15, 2015-16 and 2016-17 State accountability ratings

Areas of need include:

More than half of LEP students are not achieving at Advance High levels on TELPAS
More interventions to raise English and Algebra I EOC scores
More interventions to raise STAAR Post-Secondary Readiness
Campus is below State average for Graduation Rate
Provide interventions and differentiate for all levels of students
English I/II assessments are below state average
English I/II EOC assessments indicate that boys are not successful
Credit Recovery for students needing to recover credits

School Culture, Climate, and Organization

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

Student, Teacher, and Parent PBIS Surveys
PTOs
Admin Walkthroughs
Parent Conferences
PBIS focus group
Department Heads
PLC minutes

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

Inconsistencies in discipline; structure is wanted by students.
Staff recognition.
Collaboration among teachers – PLC planning.
Students feel safe but not equal.

Areas of need include:

Program needed to improve school culture and climate, i.e. PBIS, etc.
Boost staff morale by teacher pay incentives
Fully implement PBIS as mandated by TEA
Promote athletics, academics, and extracurricular involvement at all levels

Leadership Effectiveness

The following data were reviewed in relation to Leadership Effectiveness:

Staff surveys
2016-2017 School Report Card
2016-2017 PEIMS Data Reports

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

Most of the current staff is Highly Qualified

Many core teachers have several years of experience teaching their subject

Instructional support staff to assist with Sped. Students and in class support

Instructional staff (5) have obtained Master's degrees and two (2) are currently in the process of obtaining their Master's Degrees

Areas of need include:

Provide and/or attend professional development activities that improve the knowledge of both teachers and principals 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 working with interventions in the classroom and core subject areas of math, science, ELA and Social Studies.

Provide training for teachers in improving student behavior in the classroom and identifying early and appropriate interventions to help students.

Provide training to enable teachers/principals to use data assessment to improve classroom practice and student learning.

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

Provide and/or attend professional development in core academic areas of teacher's subject.

Lack of training and/or PD programs that are designed to improve quality of principals and superintendents - to include supporting academics for both to become outstanding educational leaders

Family and Community Engagement

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

1) Bringing in more parents by offering incentives, and 2) Implementing cost-sharing with local businesses on offered incentives

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

Strengths discussed included support for providing academic scholarship by the community, Co-op programs to hire students for part-time employment, local business support for local career opportunities, and companies such as SM Energy providing curriculum sample free of charge for the students

Areas of need include:

The need for more involved Parent-Teacher Organization (PTO) was discussed. More support from local oil field companies to core academic areas. More support from local businesses offering incentives for academic achievements.

Academic Performance

The following data were reviewed in relation to Academic Performance:

TEKS

TCMPC

Core Subject Data, Grades, Forethought, Aware, Help Desk,

STAAR EOC Scores

PLC meetings

Benchmarks

Attendance

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

- There is a District wide curriculum for all to follow
- District Professional Development opportunities
- Common assessments from Teacher Resource System (TRS)
- Common Lesson plan formats (Eduphoria Forethought)
- Data driven instruction
- Time set for Planning (PLC) within departments.

Areas of need include:

- Address vertical alignment among grade levels
- Instructional facilitators to assist in teacher development in all core subjects
- More in-depth planning to engage learners (teacher quality to match teacher effectiveness)
- Need interventions to sustain the quality of instruction (Kilgo, monitoring, training, time, for all core subjects)
- Training to keep up with technology trends, applications, (ex GAFE, Google apps for education)
- Interventions/supplies to help raise scores on sub populations (Ex. SpEd, Migrant, CTE, LEP)

School Climate

The following data were reviewed in relation to School Climate:

Decision making processes are made by campus administrators and department chairpersons. Master schedule is handled by campus principal, counselor, and at times the department chairperson. New teachers are being mentored by department chairperson and colleagues. Students are being supported by counseling, tutorials, and access to library. Formal leadership is acknowledged by campus principal and assistant principals. Informal leadership is acknowledged by department chairpersons. Formal communication by parent meetings, and informal communication by social media. Extra - Curricular activities are successful on our campus.

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

- More Campus Advisory Team (CAT). Parent Teacher Organization (PTO). Duty schedule. After school programs.

Areas of need include:

- More Campus Advisory Team (CAT) meetings are needed.
- Along with more Parent Teacher Organization (PTO) meetings.
- Duty schedule needs to be followed by all school employees.
- After school programs need attention, for example, Wildcat Academy will be called Academic Support Program where core teachers are available to help students in class.

Increase Learning Time

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

E rate of STAAR / EOC. SE (through the Strategic Planning Process) developed a continuous, job-embedded initiative with the goal to focus delivery of instruction & learning time on specific standards and essence statements needed for student to progress through the general curriculum. This initiative, (LIFE Initiative) is being monitored and evaluated through the Strategic Plan and the PBMAS Improvement Plan.

Review of master schedules to ensure that daily time for core subject areas is consistent.

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

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

SE students to make progress / pass their state assessments. Quality of instruction in SE classrooms varies. High turnover rate of SE teachers. Lack of Spanish Instruction in ESL Classrooms

Areas of need include:

Provide PD in delivery of instruction for SE students and ESL Teachers that are part of the 2017-18 Waiver.

Update for Gifted and Talented teachers that have had the 30 hour training. 5 day professional training in the areas of giftedness for those teachers. Planning time for gifted and talented teachers with project based learning

Teacher Quality

The following data were reviewed in relation to Teacher Quality:

2016-2017 Texas Academic Performance Report (TAPR)

SE Teachers years of experience and turnover rate.

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

Varied years of experience and high turnover with inconsistent delivery of instruction.

Permanent substitutes in CTE courses, Law Enforcement, Business for the entire 2016-17 school year

Areas of need include:

Provide PD in delivery of instruction for SE students, including follow-up with ESC20 Specialists to observe and provide feedback directly to SE teachers.

Recruit and retain Highly Effective CTE Teachers

Reading

2015-16 Reading STAAR Results													2016-17 Reading STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%										

Writing

2015-16 Writing STAAR Results													2016-17 Writing STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%										

English I

2015-16 English I STAAR Results													2016-17 English I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%										
All Students	209	3702	110	53	147	70	99	47	62	30	6	3	213	3695	120	56	93	44	51	24	1	0
Hispanic/Latino	197	3707	104	53	139	71	93	47	58	29	4	2	199	3688	116	58	83	42	47	24	1	1
White	11	3490	6	55	8	73	5	45	3	27	1	9	13	3743	4	31	9	69	3	23	0	0
Economically Disadvantaged	105	3644	64	61	81	77	41	39	24	23	0	0	168	3657	104	62	64	38	33	20	0	0
Limited English	5	3070	5	100	5	100	0	0	0	0	0	0	11	3541	8	73	3	27	0	0	0	0

Proficient																						
Special Education	4												20	3231	19	95	1	5	0	0	0	0
At-Risk	167	3581	104	62	135	81	63	38	32	19	0	0	148	3500	114	77	34	23	9	6	0	0

English II

2015-16 English II STAAR Results													2016-17 English II STAAR Results									
Student Group	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%										
All Students	164	3744	79	48	119	73	85	52	45	27	0	0	198	3783	99	50	99	50	62	31	4	2
Hispanic/Latino	155	3744	74	48	112	72	81	52	43	28	0	0	188	3763	94	50	94	50	58	31	2	1
White	7	3693	4	57	6	86	3	43	1	14	0	0	9	3931	5	56	4	44	3	33	1	11
Economically Disadvantaged	89	3699	48	54	70	79	41	46	19	21	0	0	144	3703	80	56	64	44	33	23	1	1
Limited English Proficient	6	3329	6	100	6	100	0	0	0	0	0	0	7	3316	7	100	0	0	0	0	0	0
Special Education	4												15	3217	14	93	1	7	0	0	0	0
At-Risk	105	3588	71	68	93	89	34	32	12	11	0	0	156	3624	96	62	60	38	29	19	0	0

Mathematics

2015-16 Mathematics STAAR Results												2016-17 Mathematics STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%										

Algebra I

2015-16 Algebra I STAAR Results													2016-17 Algebra I STAAR Results									
Student Group	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%										
All Students	129	3655	49	38	109	84	80	62	20	16	6	5	153	3750	47	31	106	69	37	24	10	7
Hispanic/Latino	124	3669	45	36	104	84	79	64	20	16	6	5	146	3755	44	30	102	70	36	25	9	6
White	5	3303	4	80	5	100	1	20	0	0	0	0	7	3653	3	43	4	57	1	14	1	14
Economically Disadvantaged	73	3671	28	38	60	82	45	62	13	18	4	5	126	3739	39	31	87	69	31	25	8	6
Limited English Proficient	5	3353	4	80	5	100	1	20	0	0	0	0	12	3735	3	25	9	75	1	8	0	0
Special Education	3												19	3406	13	68	6	32	0	0	0	0
At-Risk	116	3623	47	41	102	88	69	59	14	12	3	3	122	3687	43	35	79	65	20	16	5	4

Science

2015-16 Science STAAR Results													2016-17 Science STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%										

Biology

2015-16 Biology STAAR Results													2016-17 Biology STAAR Results									
Student Group	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%										
All Students	144	3984	19	13	73	51	125	87	71	49	11	8	148	3850	34	23	114	77	55	37	3	2
Hispanic/Latino	135	3966	18	13	69	51	117	87	66	49	8	6	140	3831	33	24	107	76	49	35	2	1
White	8	4014	1	13	4	50	7	88	4	50	2	25	7	4139	1	14	6	86	5	71	1	14
Economically Disadvantaged	79	3906	10	13	47	59	69	87	32	41	3	4	114	3797	28	25	86	75	34	30	0	0
Limited English Proficient	2												6	3527	2	33	4	67	0	0	0	0
Special Education	2												10	3388	8	80	2	20	0	0	0	0
At-Risk	90	3834	16	18	59	66	74	82	31	34	2	2	98	3687	33	34	65	66	14	14	0	0

Social Studies

2015-16 Social Studies STAAR Results													2016-17 Social Studies STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%										

U.S History

2015-16 U.S History STAAR Results													2016-17 U.S History STAAR Results									
Student Group	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
			#	%	#	%	#	%	#	%	#	%										
All Students	117	4227	5	4	41	35	112	96	76	65	33	28	143	4121	12	8	131	92	87	61	41	29
Hispanic/Latino	106	4160	5	5	41	39	101	95	65	61	26	25	134	4106	11	8	123	92	79	59	36	27
White	6	4736	0	0	0	0	6	100	6	100	4	67	8	4330	1	13	7	88	7	88	4	50
Economically Disadvantaged	45	4080	1	2	21	47	44	98	24	53	8	18	100	4044	10	10	90	90	55	55	20	20
Special Education	2												12	3726	3	25	9	75	3	25	1	8
At-Risk	52	3975	4	8	30	58	48	92	22	42	5	10	95	3907	12	13	83	87	39	41	8	8

Goals and Strategies

Subject Area:

Student Performance

District Priority:

Goal 1 – CSCISD will promote academic excellence through a rigorous, challenging, engaging and technologically advanced curriculum and instruction.

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

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

All students will graduate from high school.

Campus Performance Objective:

- Exceed state standards
 - o Student Achievement – increase Index 1 scores by utilizing data from PLC and Campus Leadership Team meetings to align lessons to increase achievement. CSHS will meet or exceed State Target for Index 1
 - o Student Progress-increase Index 2 score by identifying and monitoring students in English II and Algebra I. CSHS will meet or exceed State Target for Index 2.
 - o Closing Performance Gaps-increase index 3 scores by using Content Based Assessment (CBA) data and holding tutorials and enrichment for identified students. CSHS will meet or exceed State Target for Index 3
 - o Postsecondary Readiness-increase index 4 scores by monitoring graduation rates, Recommended and Distinguished Achievement high school plans, and STAAR EOC Level 2 performance
- | STAAR EOC | Eng. I & Eng II combined | STAAR EOC Algebra I | STAAR EOC Biology | STAAR EOC US History |
|-----------------|--------------------------|---------------------|-------------------|----------------------|
| Results 2013-14 | 51% | 44% | 80% | 91% |
| Results 2014-15 | 61% | 51% | 82% | 87% |
| Results 2015-16 | 55% | 59% | 83% | 91% |
| Results 2016-17 | 50% | 56% | 78% | 91% |
| Goals 2017-18 | 65% | 67% | 87% | 95% |
- Data Utilization/intervention (Rtl)
 - o Use of Curriculum Planning Room (data room), instructional facilitator and vertical and horizontal planning to identify interventions for accelerated instruction and to support and continued implementation of the Response to Intervention (Rtl) process
 - o Professional Learning Communities (PLC) will include data-driven decisions and discussions based on highly effective teaching strategies
 - Curriculum alignment
 - o Use of resources such as TCMPC-TEKS Resource System, Kilgo, Lead4ward, Eduphoria, Reading Plus and newly adopted texts and resources to drive engaging, relevant instruction
 - o Teachers will implement strategies and techniques acquired through professional development in writing, project-based learning (PBL) and differentiated and brain-based instruction
 - Cohort tracking– CSCISD will decrease dropout rates and increase graduation/completion rates (Index 4)
- | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|------------------|-----------|-----------|-----------|
| Dropout: 4.0% | 3.4% | 4.6% | 2.5% |
| Graduation: 85.7 | 88.4 | 88.6 | 86.9% |
- o Increase STAAR Post-Secondary Readiness component (Index 4) by 10%
2013-14 – 61% 2014-15 – 74% 2015-16 – 76% 2016-17 – 77% Goal 2017-18 - 87%
 - Close achievement gaps for special populations to include Special Ed, economically disadvantage, migrant, and LEP students (ELAR and Mathematics).
 - o Monitor and assess at-risk populations utilizing the DDR form, academic advisory meetings and GIST meetings
 - o Provide mentors and tutors
 - o Provide ongoing professional development for school-based instructional leaders on effective strategies for closing the achievement gaps

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

Legend to Review (date)

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

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 By August of 2017, 100% of (subject area) teachers will be utilizing Texas Curriculum Management Cooperative (TCMPC). TEKS resource system (TRS) is a customizable online curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). TCMPC TEKS Resource System's high quality curriculum and assessment components assist teachers to develop rigorous lessons designed to challenge all students to meet the high standard of rigor and relevance required in the TEKS and STAAR assessments. Staff members will attend meetings.	Principal Instructional Facilitator (IF) Teachers	September 2017	TTESS walkthrough Teacher lesson plans	By August 2020, 100% of subject area teachers will continue to utilize TRS-TCMPC to develop challenging and rigorous lessons	1,2,4	5800: Professional/Cons ulting Services And Operating Expenditures	LCFF - Base	350.00
2 By May 2018, Instructional Facilitator will attend 75% of curriculum forum meetings through ESC 20 in order to receive information and updates in the areas of curriculum, instruction, and assessment. Topics include TEA updates, ESC 20 updates, Hot Topics, Curriculum and STAAR updates, and other relevant information	Principal Assistant Principal Instructional Facilitator	October 25, 2017 February 7, 2018 April 11, 2018	IF Certificate of Attendance PLC Agendas/Sign In Faculty Mtg Agenda/	IF will continue to attend at least 50% of Reg. 20 Curriculum Forum meetings each year for the next 5 school years to inform campus of relevant updates and assist in implementation of actions needed based on the information and updates.	1,2,3,4	0001-0999: Travel	LCFF - Base	800.00
3 By October 2017, 100% of English and Social Studies teachers will attend The Texas Writing Project Workshop sponsored by The University of Texas-San Antonio in reading and writing and will implement strategies to help students that are not meeting standard on the state assessment.	English and Social Studies teachers Instructional Facilitator Administrators	October 2017 February 2018 May 2018	Walkthroughs Student portfolios CBA Data	100% of English and Social studies teachers trained will continue to use effective writing strategies in the classroom.	1 Grant Funded Through UTSA		Other	0.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>4 By June of 2018, 100% of Campus Administration will attend the Texas Association of Secondary School Principals - Annual conference for secondary principals along with the Legal Digest Law Conference to obtain information on the latest legislative and legal issues impacting schools in Texas.</p> <p>By January 2018, 50% of Campus administration will attend the Texas Association of School Administrators (TASA) Mid-Winter Conference which will provide the principal the opportunity to engage in professional development that is in alignment with CSCISD Strategic Plan Goal 3, Delivery of Instruction.</p>	Principal Assistant Principals Instructional Facilitator	February 2018 August 2018	Continuing Education hours certificates of attendance.	At least one member of the Campus Administration will attend annual professional development to obtain legal updates for educator compliance and leadership skills needed to promote the capacity to create innovative solutions to ever- changing educational needs of a diverse student population	1,2,3,4	0001-0999: Travel	Title I Part A: Allocation	2600.00
<p>5 By September of 2017, 100% of students that did not meet standards in English I & II, STAAR End of Course will be provided with intervention classes for remediation to improve basic foundation skills in Reading & Writing for students.</p>	ELAR Certified teacher English Language Arts/Reading Interventionist ESL Interventionist	September 2017 January 2017 April 2018	Progress monitoring Star 360 data STAAR EOC data	Students in need of ELAR intervention will be below 15% by May 2020	2,4	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	35170
					2,4	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	25232.00
<p>6 By September 2017, 100% of students will implement a writing portfolio that will be transferred from grade to grade (BOY, MOY, EOY)</p>	ELA teachers	BOY - September 2017 MOY - January 2018 EOY - May 2018	Writing samples Writing Portfolios (Purple folders)	100% of students will continue to develop their individual writing portfolios as they annually progress from Eng. I to Eng. II, Eng. III and Eng. IV.	2,4 Local funds	4000-4999: Books And Supplies	LCFF - Base	250.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
7 By October of 2017, 100% of identified Tier 2 and 3 students will utilize Renaissance-STAR 360 for RTI.	ELA teachers Math teachers	October 2017 December 2017 April 2018 May 2018	Renaissance Assessments Renaissance- STAR 360 Computer Lab Federal program funds	Number of Tier 2 and 3 students will be reduced to 15% or by September 2020 as indicated by multiple data sources, including Renaissance-STAR 360	2,4	5000-5999: Computer Software/Subscriptions	LCFF - Base	
8 By September 2017, 100% of identified students (not meeting standard in EOC English I and II, college readiness) will use strategic writing activities (cross curriculum/content based) across the curriculum to enhance ALL students writing skills.	All teachers	October 2017 December 2017 April 2018 May 2018	Writing samples Journals Computer programs (Microsoft Office Suite) portfolios	Decrease the number of students not approaching grade level on Eng. 1 and Eng. 2 STAAR EOC to 15% or less.	NO funding involved			
9 By February 2018, 100% of designated staff will attend TCEA Conference which will engage and assist teachers and administrators with the tools, techniques, and resources needed to improve teaching and learning through technology for At Risk, GT, LEP, and Migrant student subgroups	Campus Administrator Math Teacher English Teacher SpEd Teacher CTE Teacher Science Teacher Soc. Stu. Teacher	February 2018	Certificate of attendance Travel reconciliation Teachers attending will return and share information learned with all teachers	Provide 100% of teachers necessary support to continue to attend professional development and obtain resources that will enhance and sustain a challenging, engaging and rigorous delivery of instruction.	1,2,3,4 Technology Plan	0001-0999: Travel	Title I	6000
10 By August 2017, 100% of CTE Department will implement vocabulary, writing and math strategies/activities to support core subject areas	CTE teachers	October 2017 November 2017 December 2017 February 2018 April 2018 May 2018	Writing samples	By May 2021, 90% of students will achieve approaches grade level or higher on English I and English II EOC as a result of increase vocabulary, math and writing strategies in CTE courses.	1,2,3,4 CTE funding Journals Computer programs (Microsoft Office Suite) Portfolios ELA and Math teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	218,484.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
11 By July of 2017, 100% of identified freshmen English /Creative Writing students will utilize block scheduling to reinforce critical writing and reading skills	English Teachers Counselors Administrator	October 2017 December 2017 April 2018 May 2018	Master Schedule Student work samples CBA data Benchmark data STAAR EOC data	By May 2018, 85% of identified students will have approaches grade level scores on English I STAAR EOC	2,4	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Base Title I Part A: Allocation	43117.00 52258.00
12 By November of 2017, the Reading Plus program will be 100% implemented.	English Teachers Administrators Instructional Facilitator	November 2017 February 2018 April 2018 May 2018	Reading Plus reports Lesson Plans T-TESS Walkthroughs	By May 2018, 75% of student utilizing Reading Plus program will see at least one grade level increase in reading levels	2, 4	5700-5799: Technology	Title I Part A: Allocation	70000.00
13 By November of 2017, 100% of identified staff members will attend migrant conference that helps migrant students overcome the challenges of mobility, cultural, and language barriers, social isolation and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant student succeed in school and successfully transition to postsecondary education or employment	Principal, Assistant Principal, Counselor	November 2017 February 2018	Sign in sheets	By May 2020, 90% of migrant students will be on track to graduate with their respective cohort.	1,3,4 Presentations to staff	0001-0999: Travel	Migrant Ed	1500.00
14 By August of 2017, 100% of teachers will utilize Aware data to make data driven decisions to support student progress and success to target ethnicity, socio-economic status, gender, Migrant, LEP, At Risk, and GT	Instructional Facilitator Department Heads	October 2017 November 2017 December 2017 February 2018 April 2018 May 2018	Data Room STAAR/CBA/Benchmark data	By May 2020, 100% of core subject area teachers will utilize Eduphoria Aware data to make instructional decisions	1,4	4000-4999: Books And Supplies	LCFF - Base	5500.00
15 By October of 2017, 100% of MV Campus Liaisons will attend the McKinney Vento required trainings as per TEA requirement concerning the education of homeless students and train all campus staff.	Principal Assistant Principal Counselor	Presentations for staff October 2016 March 2017	Sign in Sheets Review of policies/procedures	As a result of training, 90% of McKinney Vento identified students will be on track to graduate with their cohort by June 2021	1,4	0001-0999: Travel	Title I	350.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
16 By August of 2017, Algebra I and Math Lab (2 class periods) will be required for 100% identified Freshmen (those who did not take Algebra I in 8th gr. and have not approached or met grade level on State assessment) to reinforce and strengthen math skills.	Algebra I Teachers Counselors Principal	October 2017 November 2017 December 2017 February 2018	Student work samples Content Based Assessments Benchmark results STAAR EOC data Master Schedule	By May 2021, 90% of identified Freshmen students in Alg. I/Math Lab classes will achieve approach grade level scores on STAAR EOC after the first administration	1,2,3,4 Master schedule STAAR Assessment Reports	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	11,861.00
17 By November of 2017, 100% of Algebra I EOC (retesters) will attend Boot Camps (workshops) for in the fall and all Algebra I students in the spring	Math teachers IF Administrator	December 2017 May 2018	Post Test data STAAR Assessment Reports Teacher Created Materials	By May 2021, 90% of identified students retesting in Algebra I will achieve approach grade level scores on STAAR EOC after the first administration	Mastery Test Prep	5800: Professional/Consulting Services And Operating Expenditures	Title I	3600.00
18 By June 2018, 100% of Gifted and Talented identified teachers will be provided required annual update training at ESC Reg. 20	Administrators Teachers Counselors	October 2017 February 2018 June 2018	Master Schedule	By June of 2021, 100% of GT students will be instructed by teachers with up to date required annual training.	1,2,4 G/T Co-Op 211		LCFF - Supplemental Title I	200.00 1992.00
19 By September 2017, 100% of Algebra I students will be assessed and their progress will be monitored. Quick Check Data will be analyzed by sub-groups (migrant, LEP, Spec. Ed., CTE and At-Risk).	IF	October 2017 January 2018 March 2018 May 2018	Look Fors Data from Plickers App Google Doc spreadsheet	By May 2021, 90% of identified Freshmen students in Alg. I/Math Lab classes will achieve approach grade level scores on STAAR EOC after the first administration	Quick Checks			
20 By August of 2017, 100% of GIST meetings will be organized to tier students at risk of not performing satisfactorily on STAAR EOC in Eng. I, Eng. II and Algebra I	IF Campus Administrators ELAR and Math teachers	October 2017 December 2017 February 2018 April 2018 June 2018	Star 360 STAR Renaissance data STAAR EOC data	There will be an 15% increase of at-risk students approaching grade level performance on Eng. I, Eng. II and Alg. I by May of 2020	Substitutes Pre-Referral Intervention Manual			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
21 By August 2017, 100% of tutorials will be organized (during Advisory, after school and on Saturdays) in Eng. I, Eng. II and Algebra I. Students who have not successfully met standard on Eng. I, Eng. II and Alg. I will be placed in mandatory in-school tutorials to meet during Advisory. These At-Risk students will be progress monitored until the time they retest in Fall 2017. Students who continue to fail any EOCs in the Fall will remain in Tutorial groups for 2nd semester. Students who do not satisfactorily meet standard on EOC Benchmark 1 administered in the fall will be assigned to mandatory in-school tutorial groups and after school tutorial groups as well.	English teachers Math teachers Campus Administrators IFs	September 2017 December 2017 February 2018	Spring and Summer STAAR EOC results Post test Benchmark Extra duty pay Renaissance Assessments Quick Checks	Decrease to 15% the number of students requiring intervention in Eng. I, Eng. II and 10% in Algebra I	1,2,3,4	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	5000.00
					Extra duty pay	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	27000.00
					STAR Renaissance 360	5000-5999: Computer Software/Subscriptions	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	
					Teacher Created Materials			0
					Triumph Learning	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	1150.00
					Dynanotes	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	785.00
					Mastery Education	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	900.00
					Texas Algebra 1 Coach	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	1600.14
					Countdown to the Algebra 1 EOC	4000-4999: Books And Supplies	State Compensatory Education/Educationally	890.00
							Disadvantaged Youths (SCE/EDY)	

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
22 By August of 2017, 100% of CTE Department teachers will be provided data to create strategies to implement ELA and Algebra I activities	CTE teachers IF Math teachers	December 2017 March 2018	Lesson Plans	By June 2021, there will be an increase of CTE students approaching grade level performance on Eng. I, Eng. II (75%) and Alg. I (82%)	1,2,3,4 PBMAS report KHAN Academy Reading Plus			0 0
23 By September of 2017, 100% of RTI services will be implemented for Social Studies	Social Studies Teachers/IF/Campus Administrator	June 2017	Benchmark Results Content Based Assessments STAAR EOC results		1,4 Implementation of RTI for Social Studies Department	0001-0999: Travel	Title I	290.00
24 By August of 2017, 100% of US History teachers will utilize Mastering the TEKS with students not meeting standards on US History Benchmark Assessments and/or CBA's. Each of the TEKS is completely covered. Information is organized logically around social studies skills and methods, followed by a chronological approach to United States History, incorporating history, geography, economics, and government.	US History Teachers in DAEP DAEP Administrator HS Administrator	June 2018	EOC History Will utilize information to work with students in at-risk situations that have not met Benchmark standards on US History	The utilization of these materials will result in 95% of at risk students performing at approaches grade level or higher on STAAR EOC US History by May 2021	1,2,4	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	418.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
25 By August of 2017, 100% of DAEP/School of Choice students will be provided with the tools needed for success in DAEP/School of Choice - staff will assist students not mastering EOC English 1 and EOC Algebra 1. Lessons contain stepped-out examples, guided practice, scaffolding, and graphics. Practice exercises build student confidence. Includes short-answer and multiple-choice questions, and writing prompts throughout. Chapter Reviews reinforce lesson content and assess the TEKS.	DAEP Staff - English DAEP Administrator HS Administrator	July 2018	EOC English	Will assist DAEP/School of Choice staff in working with students not mastering Benchmarks/CBA'S in English	1,2,4	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	1400.00
26 By September of 2017, 100% of students in DAEP/School of Choice will utilize the 31 scaffolded lessons with state-specific content. Chapters cover important Algebra I concepts: Algebraic Expressions, Foundations for Functions, Linear Inequalities, Systems of Linear Equations, and more. Both guided and independent practice fully prepare students for the more rigorous Algebra I STAAR EOC. Coached Examples with helpful hints show students the strategy behind the solution. Chapter Reviews include multiple-choice, open-ended, and gridded-response practice items	DAEP Staff - Math DAEP Administrator HS Administrator	July 2018	EOC Algebra	Will assist DAEP/School of Choice staff in working with students not mastering Benchmarks/CBA'S in English	1,2,3,4	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	2000.00
					Texas Algebra 1 Coach	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	1600.14
					Countdown to the Algebra 1 EOC	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	890.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
27 By October of 2017, 100% Migrant students will be issued a Chromebook to improve access to web-based literacy programs, research, and activities. Will boost migrant students' capabilities of learning anytime, and anywhere. Online access in classrooms significantly broadens the scope of any learning exercise, triggering information pursuit, creative thinking, communication, and collaboration.	Campus Administrators Instructional facilitator Librarian Migrant tutors	September and on-going as students return to school	Student surveys Teacher surveys Migrant tutor logs	By May 2021, 95% of Migrants students will be on track to graduate as a result of being genuinely engaged through the use of enhanced online technology accessed with Chromebooks	1,2,3,4	5700-5799: Technology	Title I Part A: Allocation	11551.75
28 By December of 2017, 100% of ELA teachers will attend Abydos which is using the pedagogy and research-based strategies provided by Abydos Learning International, participants will look at the revising and editing process and strategies to help those students that did not meet standard give and receive specific, respectful, and effective feedback.	Campus Administrator	December 2017 May 2018	Benchmark results STAAR Results This content will help teachers assist students.	By May 2020, teachers trained will see an increase in STAAR EOC Eng. I and Eng. II results with 75% of students approaching grade level performance	1,2,3,4	0001-0999: Travel	Title I Part A: Allocation	6400.00
29 Certified Teacher assigned to 100% of Disciplinary Alternative Education Program (DAEP) students to assist with staying on track with course assignments during their disciplinary assignment at this off site location	Certified teacher Campus Administrator Counselors	September 2017 January 2018 May 2018	Odysseyware reports of credits earned Transcripts (TXEIS) Certified teacher provides assistance and instruction	For the next 3 to 5 years, 100% of students assigned to DAEP will be assigned to a certified teacher	1,2,4	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	56,986.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
30 By August of 2017, 100% of CSHS teachers will collaborate to make data-driven decision making strategies for student achievement teacher planning during PLC, to focus on students not meeting standard addressing all sub-populations	Campus Administrator Department Head	August 2017 January 2018 June 2018	CBA's Benchmarks Staff will review student achievement	By June 2020, there will be a 15% increase in the approaches grade level performance in all EOC tested areas for each of the sub- populations	1,2,4	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,495,178.
					G/T	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	22132.
					CTE	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	218,484.
					SE	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	169,073.00
					SCE	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	169,073.00
					Bilingual/ESL	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	25,232.0
					title 1	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	151,894.0
31 By August of 2017, 100% of English teachers will utilize Gretchen Bernabei/ - "Trail of Breadcrumbs" Grammar and Writing Development Through the Year and for STAAR workshop; this will help students that are not meeting standard on the state assessment	Principals IF Teachers	November 2017 March 2018	TTESS Walk throughs STAAR EOC English I & II Results Regular Class Visits	Provide 100% of English teachers necessary support to continue to attend professional development and obtain resources that will enhance and sustain a challenging, engaging and rigorous delivery of instruction.	1,2,3,4	5800: Professional/Cons ulting Services And Operating Expenditures		

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>32 By December of 2017, 100% of CSHS Science teachers will attend CAST to remain current on Science strategies and lessons. The conference will assist our teachers with the following:</p> <ul style="list-style-type: none"> -Over 700 TEKS aligned educational workshops -Workshops are grouped by grade subject matter so teachers can easily focus their learning -Teachers will gain knowledge in STEM content and lesson plans. These workshops will help our students that are not meeting standard on the state assessment <p>By January of 2018, CSHS will purchase the Science Living cooperative from ESC 20 to assist teachers with science resources for more effective lessons and labs. Students at risk of failing will benefit from more engaging and rigorous classroom experience utilizing this subscription service.</p>	Principal Asst. Principal IF Science Teachers	January 2018 June 2018	TTESS/STAAR EOC Biology Results CBA Walk throughs	Provide 100% of science teachers necessary support to continue to attend professional development and resources that will enhance and sustain a challenging, engaging and rigorous delivery of instruction.	1,2,3,4	0001-0999: Travel	Title I	2500.00
<p>33 By June of 2018, 50% of CSHS Math teachers will attend Conference for the Advancement of Math Teaching (CAMT), that will assist in upgrading the quality of mathematics education in the state of Texas for teachers and supervisors of mathematics; it is designed to improve the knowledge and skills of mathematics teachers and supervisors.</p>	Principals IF Teachers	November 2017 February 2018 March 2018	TTESS Walkthroughs STAAR EOC Algebra I Results Unit Tests Six Weeks Failure Reports	Provide 100% of math teachers necessary support to continue to attend professional development to enhance and sustain a challenging, engaging and rigorous delivery of instruction.	1,2,3,4	0001-0999: Travel	LCFF - Base	2000
						0001-0999: Travel	Title I Part A: Allocation	2900

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>34 By August of 2017, the LPAC will analyze data for ELL students and determine levels of proficiency and support in order to close achievement gaps.</p> <p>ESL Interventionist will serve 100% of ESL population based on TELPAS and STAAR EOC results.</p> <p>100% of Campus LPAC Administrator and ESL Interventionist will attend BOY/MOY and EOY LPAC training.</p>	Asst. Principals ESL Interventionist	<p>September 2017 January 2018 June 2018</p> <p>September 2017</p> <p>September 2017 January 2018 June 2018</p>	TELPAS Results (Beginning, Intermediated, Advanced, Advanced High)	By August 2020, there will be at least one level of proficiency improvement among all ESL students as a result of all LPAC administrator and interventionist being trained every year and interventionist having directly served 100% of ELLs.	1,2,4 LPAC Training	0001-0999: Travel	Title I Part A: Allocation	300.00
<p>35 By March of 2018, 100% of ELAR, Social Studies and Science teachers will have classroom libraries of high interest, varied genre texts available to students in their respective content areas for enrichment and reinforcement purposes. This support research based practice of having easily accessible, diverse texts that appeal to student interests.</p>	ELAR Teachers Social Studies Teachers Science Teachers	<p>June 2018 August 2018</p>	Lesson plans Walkthroughs	By May 2020, 100% of core subject teachers will have classroom libraries to reflect the importance of literacy, regardless of the subject area.	1,2,3,4	4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	21000
<p>36 By August of 2017, 100% of ELA Classes (English I/II) will implement the use of Chrome Books in ELA Classes (English I/II) to assist all populations, targeting male students as EOC English I/II are below those of girls to improve access to web-based literacy programs, research, and activities</p>	Campus Administration Assistant Principal IF English I/II Teachers	<p>December 2017 March 2018 May 2018</p>	STAAR Results Walk-through Review of 2017 ELA EOC Results (gender) Walk-through Data	Use of Chromebooks in 100% of ELA classes to improve the delivery of instruction by allowing access to Google for Educators platform to enhance student engagement and relevancy.	1,2,4	1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	7500.00
<p>37 Assign certified Math teacher to Credit Recovery lab to assist and provide prescriptive learning paths for those student's needing to recover credits. A certified math Teacher is assigned to 75% of the credit recovery classes.</p>	Certified Math Teacher Campus Administrators Counselors	<p>September 2017 January 2018 May 2018</p>	Odysseyware reports of credits earned Transcripts (TXEIS) Certified teacher provides assistance and instructions	Provide a certified Math teacher to students in Credit Recovery for at least 75% of the classes provided.	1,2,4	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	58,000

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
38 By March 2018, 100% of the English teachers will be trained by the Pencil Ladies Education Consultants on writing and reading instructional strategies so students can succeed at rigorous levels based on Texas standards. Training will provide instructional strategies, interactive teaching opportunities, possible timelines, and realistic lessons. Training should be geared towards struggling learners at risk students, migrant, LEP students, SPED	Campus ELAR Teachers Campus Administrators	May 2018	STAAR EOC Results Benchmark and Content Based Assessment (CBA) results	Use of Pencil Ladies writing and reading instructional strategies in 100% of the ELAR classrooms will improve the reading and writing proficiency of all students and in particular, struggling learners in all sub pops (at-risk, migrant, LEP, Special Educ. and McKinney Vento)	1,2,3,4	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	1000

Goals and Strategies

Subject Area: Maximize Funding

District Priority: All CSCISD personnel will understand their work as mission critical in order to build a community focused on increasing the number of students achieving accountability standards by providing appropriate and effective instructional services.

Campus Performance Objective: Sustain effective financial stability

- o Timely financial reports
- o Monitor budget process
- o Comprehensive plan to address district financial budget
- o Facilities management

Formative Evaluation: Campus Budget, CIP Expenditures

Legend to Review (date)

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 By March 2018, 100% of professional staff will attend State (A-F) Accountability Training	Director of CIA Campus Principal All certified professional staff	May 2018	Sign in sheets Training agenda Training materials	By March 2021, 100% of professional instructional staff will have been trained on the latest State accountability updates				
2 By May 2018, 100% of core area teachers collaborate to make data-driven decision making strategies for student achievement teacher planning during PLC, to focus on students not meeting standard addressing all sub-populations	All teachers	October 2017 February 2018 May 2018	Minutes Lesson plans	By May 2021, there will be an increase in the percentage of students performing at approaches grade level on all STAAR EOC exams				
3 By August 2017, CSHS will provide dual credit courses that align with requirements for graduation and are taught by CSHS teachers.	College Readiness Coordinator Counselors Administrators Dual Credit Teachers	October 2017 February 2018 May 2018	College credit earned Computer Library Lab College Readiness Website Professional Development	By May 2021, there will be a 15% increase in the number of students passing dual credit courses.	1,2,3 HS Allotment	1000-1999: Certificated Personnel Salaries	Local Categorical	

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
4 Assess Algebra I students and monitor progress	IF	October 2017 February 2018 May 2018	Look Fors Quick Checks					
5 CTE Department will implement activities to support Algebra I (interactive online software)	CTE teachers IF	October 2017 February 2018 May 2018	Journals Computer programs (Microsoft Office Suite) Interactive Online Software portfolios					
6 Implement student writing portfolio that will be transferred from grade to grade (BOY, MOY, EOY)	All teachers	October 2017 February 2018 May 2018	Writing samples Writing Portfolios (Purple folders)					
7 Strategic writing activities across the curriculum	All teachers	October 2017 February 2018 May 2018	Writing samples Journals Computer programs (Microsoft Office Suite) Portfolios					
8 Provide data to create strategies to implement ELA and Algebra I activities across CTE department	CTE teachers IF Math teachers	October 2017 February 2018 May 2018	Lesson Plans PBMAS report KHAN Academy					
9 By May 2018, Science teachers will tutor for the EOC Test on Saturdays; a review of test questions, test strategies, content, and hands-on activities will be provided. Hands on activities will be provided to enrich science instruction through a science symposium. This opportunity will be made available to 100% of students in Biology.	Science teachers Administrators	October 2017 February 2018 May 2018	Mini pre-assessment Post-assessment Teacher created materials Federal program funds Local funds	By May 2020, there will be a 15% increase in the number of students scoring at Masters Grade Level on the Biology EOC				

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
10 Tutorials for identified students (Tier 3 Alg. I Freshman) needing assistance prior to STAAR Alg I EOC Test	Math teachers IF Administrator	October 2017 February 2018 May 2018	Renaissance Assessments Quick Checks	By May 2021, 85% of identified Freshmen will perform at approaches grade level or higher or higher on Alg I STAAR EOC.	Texas Coach Algebra 1	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	1600.14
					Countdown to the Algebra 1 EOC	4000-4999: Books And Supplies	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	890.00
11 By September 2017, English I/Creative Writing courses blocked for 100% of identified Freshman to reinforce critical writing and reading skills	English Teachers Counselors Administrator	October 2017 February 2018 May 2018	Student work samples Master schedule STAAR Assessment Reports	By May 2021, 80% of identified Freshmen will perform at approaches grade level or higher or higher on Eng. I STAAR EOC.				
12 By May of 2018, 100% of students in Algebra I will utilize TI Nspire calculators to increase student understanding and achievement in Algebra I that will positively impact their performance on Algebra I EOC, as well as on TSI, ACT and SAT standardized assessments	Math teachers Instructional Facilitator Principal	September 2017 January 2018 June 2018	STAAR EOC results TSI, ACT and SAT results	By May of 2020, the immersion of the TI Nspire calculator will result in 90% of students approaching grade level or higher on STAAR EOC Algebra I	1,2,3,4	5700-5799: Technology	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	8397.00
13 By July 2018, CSHS will offer credit recovery for 100% of students that are significantly behind and at risk of dropping out	Counselors Administrators	October 2017 February 2018 May 2018	Odysseyware student progress reports	Within the next 3 to 5 years CSHS will increase the number of students on track to graduate with their cohort by 15%	2,4	5000-5999: Computer Software/Subscriptions	Local Categorical	

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
14 By July 2018, CSHS will offer accelerated instruction during summer school for 100% of students needing credit recovery	Summer School Coordinator Counselors Administrators Teachers	August 2018	Progress monitoring Odysseyware data reports		Teachers	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	
					Odysseyware	5000-5999: Computer Software/Subscriptions	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	
					A+ Credit recovery	5000-5999: Computer Software/Subscriptions	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	

Goals and Strategies

Subject Area: Safe Environment
District Priority: Goal 3 – CSCISD will provide a safe environment where every student is engaged every day and attendance and participation are encouraged.
 1. PBIS (Anti Bullying)
 2. Daily Attendance (ADA)

Campus Performance Objective:

- CSHS will be a safe, positive and inviting learning environment for students
- o CSHS will see a decrease in the number of discretionary ISS/OSS placements through the use of Positive Behavior Intervention System (PBIS) and Restorative Discipline strategies
- o Provide character education to include bullying prevention practices (Project Wisdom and Restorative Discipline strategies)
- o CSHS attendance will increase from 2015-16 attendance – 91.8% to 2015-2016 goal – 93% (Campus Attendance Plan – Attendance Matters at CSCISD campaign)

Attendance
 Results 2013-14 91.9%
 Results 2014-15 91.1%
 Results 2015-16 91.8%
 Results 2016–17 91.3%
 Goal 2017-2018 94%

Formative Evaluation: PEIMS, Attendance Reports, Truant Officer Data, PBMAS, TAPR

Legend to Review (date)

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner’s Priority	Type	Funding Source	Amount
1 By June of 2018, Adoption/Intervention Committee will continue to meet to review excessive absences and create a plan to address tardies and absences	Teachers Truancy Officer Attendance clerk Administrator Counselors	October 2017 January 2018 March 2018 May 2018	Attendance rate Teachers Truancy Intervention Team Campus Police Officer	By May of 2020, CSHS Attendance rate will be 95%				
2 By June of 2018, attendance incentive plans will result in a increase of attendance by 3%	Teachers Administrators Attendance Clerk IF	October 2017 January 2018 March 2018 May 2018	Attendance rate Teachers, incentive plans, incentives	By May of 2020, CSHS Attendance rate will be 95%				

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
3 By June of 2018, 100% of attendance by grade level will be displayed in data room and campus	Clerk Counselor Teachers Administrators IF	October 2017 January 2018 March 2018 May 2018	Attendance rate GradeSpeed and TXEIS reports	By May of 2020, CSHS Attendance rate will increase to 95%				
4 For the 2017-2018 school year 100% of homeroom teachers and staff will communicate with parents to monitor student absences	Administrators Teachers Attendance Clerk Truancy Officer Counselors	October 2017 February 2018 April 2018	Attendance rate GradeSpeed attendance reports Communication to parents by teachers Truancy letters to parents	By May of 2020, CSHS Attendance rate will increase to 95%	Parent communication logs Gradespeed			
5 Continue to implement discipline management plan & PBIS	Administrators PBIS committee Teachers Staff	October 2017 February 2018 April 2018	observation	By May of 2021, there will be 25% reduction in the number of discipline referrals	PBIS Trained staff			
6 By May 2018, the campus will update emergency plan/emergency contact charts/escape plans Preparation for actual emergencies (video clips, presentations)	Administrators Emergency management committee and staff	October 2017 February 2018 April 2018	Documentation of drills and staff training	By May 2020, will continue to review and update EOP	Campus police Counselor, custodian, nurse, admin, office personnel, Edivate (video clips) and staff classroom keys			
7 By May 2018 campus will have utilized Project Wisdom announcements 90% of the instructional days	Administrators ISS and DAEP Staff	October 2017 February 2018 April 2018	PW lessons conducted in ISS and DAEP	By May of 2021, there will be 25% reduction in the number of discipline referrals	2,4 Project wisdom online	5000-5999: Computer Software/Subscriptions	General Fund	299.00
8 By May of 2018, 100% of parents will be aware of the online reporting application available to report bullying	Counselors Federal Programs Director	October 2017 February 2018 April 2018	Parent Survey	By May of 2021, there will be 25% reduction in the number of discipline referrals	Counselors Materials Federal Program Funds			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
9 Programs/Activities to promote health and wellness, responsible driving and the prevention of dating violence, drug and alcohol abuse and bullying,	Administrators Counselors Staff Teachers Nurse	October 2017 February 2018 April 2018	Sign in sheets Lesson plans	By May 2021, 100% of CSHS students will have participated in at least one of the health and wellness activities	Federal Program Funds Wintergarden Women's Shelter South Texas Blood Bank Dimmit County Sheriff's Dept. US Border Patrol Texas A & M Agrilife Extension Texas Dept. of Parks and Wildlife			
10 Annual Open House to meet the teachers and CSHS campus orientation and CSCISD District services	All grade levels	October 2017 February 2018 April 2018	Sign in sheets	By May 2021, 75% of parents attend and participate in parent engagement activities and meetings	Teachers , tracking sheets			
12 Reading initiative to promote literacy across campus and district	ELA teachers Librarians Principal	October 2017 February 2018 April 2018	Sign in sheets Reading logs AR goals/points		AR, Library, books, activities, AR incentives, "Spotlight on..."			
13 Gradespeed Parent Connect	All teachers	October 2017 February 2018 April 2018	Gradespeed	By May 2021, 100% of parents will have created and utilized the ParentConnect program or GradePro	Teachers, GradeSpeed			
14 Incorporate day for parents and grandparents and community, including Texas Public Schools Week, Veteran's Day Tribute, Read Across America	All grade levels Administrator	October 2017 February 2018 April 2018	Sign in sheets Agendas		Teachers Snacks for events Local Funds JROTC Librarians			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
15 Utilize School Messenger, Remind, social media and school website an	Teachers Counselors College Readiness Coordinator Administrator District Librarian	October 2017 February 2018 April 2018	observation			Teachers Club sponsors Grade Level Sponsors Social media Technical Support Internet		
16 Host pep rallies, concerts, plays, competitions, art exhibits, academic and special awards nights for parents and community members	Teachers Counselors College Readiness Coordinator Administrators Club Sponsors	October 2017 May 2018	observation			Teachers Club sponsors Auditorium Gymnasium Cafeteria		
17 By March of 2018 100% of instructional staff/campus counselors, maintenance, cafeteria, transportation departments and administrations will be trained in the areas of McKinney Vento/Foster Care Campus liaisons will attend all trainings and conference related to McKinney Vento. Campus MV Liaisons will keep track of student attendance, grades and work with students as needed and assist with the MOY and EOY report. (TEXSHEP) Funds	Campus administration Campus McKinney Vento Liaison	December 2017 May 2018	Agenda Sign-in sheets Region 20 Certificates	100% of the instructional staff will be training in the areas of McKinney Vento & Foster Care. Campus Liaisons will attend at least 50% of the training's offered. The CSI campus McKinney Vento Liaison will keep track of all (100%) McKinney Vento students attendance and grades	2,4 (TEXSHEP Funds)	0001-0999: Travel	Title I Part A: Allocation	3000.00
18 By May of 2017, 100% of MV students at CSHS will be offered college readiness practice and testing opportunities. (TEXSHEP Funds)	McKinney Vento liaison	January 2018-May 2018	Sign-in sheets that the counselors met with the students to offer the service	100% of CS High School McKinney Vento students will be offered college readiness practice and testing opportunities.	TEXSHEP funds	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	500

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
19 By October of 2017, 100% of MV families will be assisted with clothing (uniforms), shoes, hygiene kits/school supplies as determined by program: McKinney Vento and will continue throughout the year as determined by student registration. (TEXSHEP Funds)	Campus McKinney Vento Liaison District McKinney Vento Liaison CSCISD Federal Programs Service Coordinator	October 2017- May 2018	Student Residency Questionnaire List of McKinney Vento students Clothing/hygiene logs	100% of McKinney Vento students will be contacted and offered the opportunity of clothing/ Hygiene/School supplies assistance. Migrant students will be offered clothing based on family need.	TEXSHEP funds			
20 Tutoring Assistance is provided to McKinney Vento students that are not passing their classes. Transportation will be provided for all McKinney Vento students. (TEXSHIP funds)	Campus McKinney Vento Liaison	August 2017- May 2018	Sign in sheets	Transportation will be provided for all (100%) of McKinney Vento students	(TEXSHEP funds	0001-0999: Travel	Title I Part A: Allocation	500

Goals and Strategies

Subject Area: Vocational Programs

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

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

Campus Performance Objective:

- Provide real-world experiences through Career Technology Education (CTE) classes and provide opportunities to students in obtaining state certification in their area of study
 - o Promote student certifications (work-skilled)
 - o Recruit student participants
 - o Provide a variety of vocational opportunities to CSHS students (Co-Op, VAC, CBV/WBC and CTE Internships)
 - o Utilize present certified staff to provide additional CTE courses programs (Welding)

Formative Evaluation: Performance Reports: PER, PBMAS, State Accountability Index 4, CTE Campus Activities Sign-in Sheet, Personal Graduation Plans

Legend to Review (date)

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 By July of 2018, 100% of Welding Program will be implemented.	HS Principal CTE Director	October 2017	Student Data Master Schedule	By May 2020, the Manufacturing (Welding) program will have 100% of students exiting with certifications	2 CTE Payroll CTE Curriculum	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Other Other	53,000
2 By August of 2017, 100% of CTE Classes will have Chrome Books	HS Principal CTE Teachers CTE Director	October 2017	Student Data PBMAS STAAR/EOC	By May 2020, there will be full implementation of Chrome Book activities and lessons in 100% of CTE classes	2 CTE Curriculum	5000-5999: Computer Software/Subscri ptions	Other	43,705

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
3 By December of 2017, CTE Consultant Services-J. Newman will provide CTE assistance, and organization of programs	HS Principal Director of CTE	January 2018	Student Data PER STAAR/EOC	By May 2020, CSHS will see a 50% increase in the effectiveness of CTE program as measured by more students obtaining industry certifications	2 CTE Curriculum	5800: Professional/Consulting Services And Operating Expenditures	Other	12,920
4 By August of 2017, 100% of CTE Handbook will be implemented.	Director of CTE	December 2017	Campus Procedures	Each school year until, 100% of CTE teachers will review and implement CTE Handbook	2 CTE Program	5800: Professional/Consulting Services And Operating Expenditures	District Funded None Specified	0
5 By May of 2018, 100% of CTE stipends to will be distributed to Certified Teachers and CTE sign-up bonus given to Certified CTE Staff	Director of HR Director of CTE	June 2018	Teacher Certification	By May 2021, 100% of CTE teachers recruited via stipends and sign on will remain at the campus and Highly Effective	2 CTE Program	1000-1999: Certificated Personnel Salaries	Local Categorical	7500
6 By August of 2017, 100% of CTE staff will attend TEA- CTE New Teacher Mentor Program	CTE Department Chair	March 2018	Mentor New Teacher	By May 2020, CSHS will see a 50% increase in the effectiveness of CTE program as measured by more students obtaining industry certifications	2 CTE New Teacher Mentor	5800: Professional/Consulting Services And Operating Expenditures	1029	500.00

Goals and Strategies

Subject Area: Teacher Recruitment

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

Campus Performance Objective:

- o Ensure all staff is certified/HQ
- o Provide professional development to ensure teachers are qualified to provide higher education articulation agreements
- o Recruit, develop, and retain qualified teachers
- o Attract high quality staff to work with students with the greatest needs

Formative Evaluation: Number of certified teachers per campus.

Legend to Review (date)

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 By May of 2018, 100% of stipends will be distributed for CSCISD Bilingual Certified teachers to recruit and retain them in the district	Campus Administrator/IF	May 2017	Number of students visiting	By May of 2020, 100% of stipends will be distributed for CSCISD Bilingual Certified teachers to recruit and retain them in the district. 100% of Bilingual/ESL teachers will be certified.	2,4 Stipends for certified teachers working with bilingual/esl teachers	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,000
2 By September 2017, the campus will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.	Campus Administrator Campus Counselors PEIMS Clerk	October 2017	Registration data	By May of 2019, CSHS will track, monitor and visit 100% of non-returning students in order to reduce drop out rates				
3 By August of 2017, 100% of staff will attend the T-TESS Overview	HR Campus Administrators	August 2017	ESC certificates	By May of 2020, 100% of teachers will have attended T-TESS Overview	1 ESC Reg. 20	5000-5999: Computer Software/Subscri ptions	Title II Part A: Improving Teacher Quality	125.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
4 By May of 2018, PBIS sessions staff will have completed three year program at Region 20	Campus admin. HR Director Campus PBIS Team	June 2018	each campus will establish various interventions for certain areas of their buildings.	By May of 2020, 100% of designated PBIS team members will be trained in effective behavior strategies and activities	1	5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000
5 By August of 2017, 100% of Talent Ed./Perform program will be implemented to monitor teachers/staff on T-TESS walkthrough and observations	Campus administrators District directors HR	June 2018	Teacher observations walkthroughs student data gathered in observations	By May of 2020, 100% of teachers/staff will be monitored and evaluated by utilizing Talent Ed/Perform program				Talent Ed./Perform will assist campus administrators with improved management of T-TESS records for teaching staff - with a focus on teacher strengths/weaknesses thus improving classroom performance and targeted professional development
6 By August of 2017, 100% of Campus teachers(new) will be mentored through the comprehensive mentor program for new teachers	Director of Human Resources, campus administration	September 2017 January 2018 March 2018 May 2018	Mentor and new teacher logs Observation and weekly forms kept to log mentoring process for new teachers	By May 2020, 100% of teachers new to the campus will have been assigned a mentor	1	1000-1999: Certificated Personnel Salaries	LCFF - Base	8000.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
7 By August of 2017, campus will attempt to gain Highly Effective Science and CTE Teachers through Sign-On Bonus and Stipends	Director of Human Services	June 2018	Staff Certifications, continued teacher training	By May of 2020, 100% of Science and CTE Teachers will be highly effective and 100% of teacher gained through the utilization of sign-on bonuses will have remained on campus	1 budgeted to recruit teachers with math/science teachers	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	12,000.00
8 By August of 2017, campus will Increase the number of Teachers with more than one certification	Director of Human Services	December 2017 June 2018	Staff Certifications	By May 2020, campus will have a 30% increase in the number of teachers with more than one certification	1 stipends are provided to those employees who qualify for stipend and are reimbursed for successfully seeking and completing necessary testing to earn certification	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1000.00
9 Provide stipends for CSCISD SpEd Certified teachers who are assigned to Self Contained and Resource Settings to recruit and retain them in the district	Director of Special Education	October 2017 January 2018 May 2017	Teacher Schedules	By May 2020, 100% of SpEd teachers recruited utilizing stipend incentive will have been retained	Stipends	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
1029	500.00
District Funded	0.00
General Fund	299.00
LCFF - Base	1,555,195.00
LCFF - Supplemental	832,678.00
Local Categorical	7,500.00
Migrant Ed	1,500.00
Other	109,625.00
State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	169,506.42
Title I	22,732.00
Title I Part A: Allocation	356,934.75
Title I Part A: Disadvantaged Students	21,500.00
Title II Part A: Improving Teacher Quality	38,357.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Travel	29,140.00
1000-1999: Certificated Personnel Salaries	2,825,174.00
4000-4999: Books And Supplies	98,873.42
5000-5999: Computer Software/Subscriptions	44,129.00
5700-5799: Technology	89,948.75
5800: Professional/Consulting Services And Operating Expenditures	26,870.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And Operating	1029	500.00
5800: Professional/Consulting Services And Operating	District Funded	0.00
5000-5999: Computer Software/Subscriptions	General Fund	299.00
0001-0999: Travel	LCFF - Base	2,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,546,295.00
4000-4999: Books And Supplies	LCFF - Base	5,750.00
5800: Professional/Consulting Services And Operating	LCFF - Base	350.00
	LCFF - Supplemental	200.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	832,478.00
1000-1999: Certificated Personnel Salaries	Local Categorical	7,500.00
0001-0999: Travel	Migrant Ed	1,500.00
	Other	0.00
4000-4999: Books And Supplies	Other	53,000.00
5000-5999: Computer Software/Subscriptions	Other	43,705.00
5800: Professional/Consulting Services And Operating	Other	12,920.00
1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally	141,986.00
4000-4999: Books And Supplies	State Compensatory Education/Educationally	19,123.42
5700-5799: Technology	State Compensatory Education/Educationally	8,397.00
	Title I	1,992.00
0001-0999: Travel	Title I	9,140.00
5800: Professional/Consulting Services And Operating	Title I	11,600.00
0001-0999: Travel	Title I Part A: Allocation	15,700.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	258,683.00
5700-5799: Technology	Title I Part A: Allocation	81,551.75
5800: Professional/Consulting Services And Operating	Title I Part A: Allocation	1,000.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	21,000.00
5800: Professional/Consulting Services And Operating	Title I Part A: Disadvantaged Students	500.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	38,232.00

Object Type	Funding Source	Total Expenditures
5000-5999: Computer Software/Subscriptions	Title II Part A: Improving Teacher Quality	125.00

Assurance Addendum

**CARRIZO SPRINGS HIGH SCHOOL
Carrizo Springs Consolidated Independent School District**

Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

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

Assurance Addendum

**CARRIZO SPRINGS HIGH SCHOOL
Carrizo Springs Consolidated Independent School District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
Michelle Gonzalez	Administrator
Elia Ramirez	Counselor
Brian N. Byars	Teacher
Adrian Chapa	Teacher
Deborah Lopez	Teacher
Lucinda Galvan Paulino	Teacher
Ashton Escamilla Ponce	Teacher
Lily Martinez	Parent
Adan Sanchez	Parent
Karen K. Ramirez	Community

CPOC Meetings* for 2017-18

#	Date	Time	Location
1	October 4, 2017	4:00 pm	Carrizo Springs High School
2	December 12, 2017	4:00 pm	Carrizo Springs High School
3	February	4:00 pm	Carrizo Springs High School
4	April	4:00 p.m.	Carrizo Springs High School
5	June	4:00 p.m.	Carrizo Springs High School

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

Assurance Addendum

**CARRIZO SPRINGS HIGH SCHOOL
Carrizo Springs Consolidated Independent School District**

Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2017-18, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2017-18, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2017-18, the percent of parents and community members attending VIPs meetings will increase by 50%.	At the end of the first semester, the percent of parents and community members attending VIPs meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPs meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2017-18, discipline referrals for drugs, alcohol, and tobacco will be maintained at 3%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2017-18, the discipline referrals for offenses will be reduced by 30% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
	6) Special Education	For 2017-18, the percent of students meeting ARD expectations will be at or above 50%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
	7) Highly Qualified Teacher	For 2017-18, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
	8) Secondary Drop-out Prevention	For 2017-18, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2017-18 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2017-18 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2017-18, the percent of students who graduate with RHSP will be at or above 10%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2017-18, the percent of students who have completed at least one advanced course will be at or above 20%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2017-18, the percent of students who take an AP exam will be at or above 3%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2017-18, the percent of graduates who take SAT/ACT exams will be at or above 90%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

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

Assurance Addendum

**CARRIZO SPRINGS HIGH SCHOOL
Carrizo Springs Consolidated Independent School District**

Plan Requirements

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

Assurance Addendum

**CARRIZO SPRINGS HIGH SCHOOL
Carrizo Springs Consolidated Independent School District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content



GT/Title I/SCE STAFF HS
2017-18

Name:	Campus	Budget	%	JD	Schedule:	Position:	Salary	TEA PW/Semi annual certification	Payroll Distribution
ELA Int. Teacher (CC)	HS	SCE	40/60		√		18057.20	√	√
DAEP (HM)	HS(DAEP)	SCE	100		√	DAEP	57004.	√	√
Intervention – Bio (RT)	HS	SCE	50/50		√		26807.	√	√
SCE Aide (RO)	HS	SCE	60/40				15820.2		√
IF (JC)	HS	SCE	50/50				27,750.00		√
Tutor (AG)	HS	SCE	100			Tutor			√
DAEP (FL)	HS (DAEP)	SCE	100				14,067.		√
DAEP Aide (OC)	HS (DAEP)	SCE	100				15,820.00		√
GT – ELA (RE)	HS	GT	15/85			GT	8505.60	√	√
GT Science (DV)	HS	GT	15/85		√	GT Teacher	\$7730.00	√	√

GT – Math (VL)	HS	GT	15/85		√	Gt	6277.	√	√
Credit Recover Lab (RR)	HS	211	90/10		√	Lab	49,341.00	√	√
Intervention (SJH)	HS	211	29/71		√	Intervention	12049.	√	√
Intervention - ELA(RMO)	HS	211	100			Intervention	54824.	√	√
Bilingual Intervention (ED)	HS	211	100			Intervention	25,232.03	√	√

SCE

GT

211