Carrizo Springs Independent School District

Carrizo Springs High School

2022-2023 Campus Improvement Plan

Accountability Rating: C

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

Mission Statement

District Mission Statement: "Provide every child a quality education in a safe environment."

Campus Mission Statement: Students will be inspired to contribute to 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.

District Motto: "Kids are first at CSCISD

Vision

District Vision Statement: *"Inspiring lifelong learners."*

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.

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

2022-23 CNA Process

Include timeline, dates, process, areas examined, meeting with the at-risk counselor can count for this area, committee members names and roles

Timeline

February 23, 2022 - Collaborative State CNA Training

February 24, 2022 - CNA/Data Review Meeting

March 10, 2022 - Meeting to complete TEA CLNA for CTE

April 12, 2022 - Meeting with CTE Department to review budget

April 12, 2022 - CAT Meeting

April 21, 2022 - Budget Meeting with Finance Director, UIL Director, Band Director, Principal, C&I Director, Superintendent

May 24, 2022 - Summer School meeting with Department Heads

June 16, 2022 - SCE Review with Federal Programs Director

June 23, 2022   CAT Meeting, review of strategies, evaluation of plan.

September 16, 2022 - CAT Meeting

Demographics

Demographics Summary

--Carrizo Springs High School (CSHS) is a public high school located in Carrizo Springs, Texas and is classified as a 4A school by the University Interscholastic League (UIL). It is part of the Carrizo Springs Independent School District (CSCISD) that serves grade levels 9-12 for 624 students from Dimmit County for the 2020-21. CSHS is the only high school campus in the District. The student population has decreased from its highest enrollment of 661 students in the 2014-15 school year, to 623 for the 2018-2019 school year, to 612 for the 2019-2020 school year. According to the 2020-21 PEIMS Snapshot, CSHS serves the following ethnicities: White 6.0%, Hispanic 93.%; African American 0.48%; Pacific Islander 0.0%; Asian 0.32% and two or more Races 0.2%. The various Student Groups served at CSHS are as follows: At Risk 402=64.4%; Military connected 4 =0.64%; in foster care 2=0.32%; economically disadvantaged 509=81.6%; ESL 21=3.4%; Special Education 50=8.1%; CTE 605=97.1%; GT 64=10.3%; Title I 624= 100%; Migrant 22=3.5%; transferred between district 13=2.09%; McKinney Vento (Homeless) 23= 3.7%.

According to the 2021-22 PEIMS Snapshot, CSHS enrollment for grades 9-12 was 599 students with the following ethnicities: White 4.8%, Hispanic 93.3%; African American 0.5%; Pacific Islander 0.0%; Asian 0.33%, Amer. Indian/Alaskan .2% and two or more Races 0.83%. The various Student Groups served at CSHS are as follows: At Risk 402=64.4%; Military connected 4 =0.64%; in foster care 2=0.32%; economically disadvantaged 509=81.6%; ESL 21=3.4%; Special Education 50=8.1%; CTE 605=97.1%; GT 64=10.3%; Title I 624= 100%; Migrant 22=3.5%; transferred between district 13=2.09%; McKinney Vento (Homeless) 23= 3.7%.

The following table indicates attendance rate data for CSHS:

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
91.9%	91.8%	92.3%	91.5%	91.5%	92.6%*	90.9%**	90.8%

*When Texas schools were ordered to close in March 2020, due to the COVID-19 pandemic, our average yearly attendance rate was 92.6%

**Remote learning school year

The following table indicates Graduation and Dropout Rate data for CSHS:

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Graduation Rate	88.6%	88.0 %	86.9%	91.9%	92.7%	93.8%	94.6
Dropout Rate	4.6%	2.5%	2.7%	2.7%	1.8%	0.8%	5.4%

Families in our community have been significantly impacted by inflation and the rising cost of goods this year. According to tradingeconomics.com, Core Consumer Prices in the United States reached an all time high of 294.35 points in June of 2022. As reported on July 27, 2022, by kens5.com, parents can expect to pay 40% more this year on supplies for their kids, with the average household spending over $860.

CSHS has a high at-risk population of 62.4% and these students are not meeting State and local performance goals on STAAR EOC; therefore we have an overwhelming need to focus on this population.

Demographics Strengths

The campus has made it priority to ensure that all students are in a coherent sequence of CTE courses as indicated by our high CTE population. This will help students graduate with certifications and skills needed to be successful after graduation. Data indicates that Migrant students return for the school year before October. CSCISD provides clothing, shelter resouces, hygiene products, counseling, tutorial opportunities, technology (devices), and dual credit vouchers for McKinney-Vento students. Graduation Rates continue on an upward trend the past three years, with the current 2021 rate the highest it has been in seven years. A contributor to this increase is the state law allowing students to graduate by passing at least three of five STAAR EOC Exams, completing the Individual Graduation Plan projects for those EOCs not passed and fulfilling all other graduation curriculum requirements.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Graduation rates for Special Education students continue below 90%. **Root Cause:** Progress monitoring and intervention need to be more specific to student need. Interventions must be timely and more prescriptive.

Problem Statement 2: Students at CSHS are requiring more interventions based on identified needs. **Root Cause:** CSHS has a high at-risk population and has had an increase in students with social and emotional concerns.

Problem Statement 3: Students families are being significantly impacted by the rising cost of goods. **Root Cause:** The all-time high inflation rates in the U.S. have caused consumers to decrease the amount spent on school supplies.

Problem Statement 4 (Prioritized): 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause:** The need to focus on data-driven decisions in providing purposeful interventions.

Problem Statement 5 (Prioritized): The dropout rate for the 2021 school year is 5.4%. **Root Cause:** The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

Student Achievement

Student Achievement Summary

In 2022, CSCISD achieved an overall State Accountability Rating of 84 (B). The STAAR Performance Report from TEA for CSHS was a 79 (C) and is attached to this plan as an addendum. Compared to 2021 STAAR EOC results, all subject areas either maintained or increased.

The following chart shows the comparison from 2022 to 2021:

Carrizo Springs High School
STAAR EOC Performance

	All Students 2019	All Students 2021	All Students 2022	Variation
All Subjects				
At Approaches GL Standard or Above	73%	58%	69%	+11%
At Meets GL Standard or Above	45%	32%	34%	+2%
At Masters GL Standard	9%	8%	7%	+1%
At Approaches GL Standard or Above	648	478	720	
At Meets GL Standard or Above	401	263	357	
At Masters GL Standard	82	54	68	
Total Tests	884	778	1037	
ELAR (English I & II combined)				
At Approaches GL Standard or Above	61%	54%	58%	+2%
At Meets GL Standard or Above	39%	38%	35%	-3%
At Masters GL Standard	3%	4%	2%	-2%
At Approaches GL Standard or Above	265	170	232	
At Meets GL Standard or Above	167	118	139	
At Masters GL Standard	14	12	8	
Total Tests	431	314	402	

Mathematics (Algebra I)

At Approaches GL Standard or Above	74%	41%	74%	+33%
At Meets GL Standard or Above	40%	15%	30%	+15%
At Masters GL Standard	15%	1%	5%	+4%
At Approaches GL Standard or Above	92	46	161	
At Meets GL Standard or Above	50	17	66	
At Masters GL Standard	18	1	10	
Total Tests	124	112	219	

Science (Biology)

At Approaches GL Standard or Above	87%	54%	73%	+19%
At Meets GL Standard or Above	53%	15%	22%	+7%
At Masters GL Standard	7%	3%	2%	-1%
At Approaches GL Standard or Above	156	126	187	
At Meets GL Standard or Above	95	34	56	
At Masters GL Standard	12	6	5	
Total Tests	179	233	256	

Social Studies (U.S. History)

At Approaches GL Standard or Above	90%	81%	88%	+7%
At Meets GL Standard or Above	59%	56%	60%	+4%
At Masters GL Standard	25%	26%	28%	+2%
At Approaches GL Standard or Above	135	136	140	
At Meets GL Standard or Above	89	94	96	
At Masters GL Standard	38	44	45	
Total Tests	150	167	160	

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Student Achievement Strengths

The return of face-to-face instruction for students in the 2021-22 school year had a significant impact on STAAR EOC performance. Across all STAAR EOC tested areas, with the exception of a slight decrease in English Meets by 3%, there were increases in student achievement. The goal for the state and all campuses on STAAR performance is 90% Approaches, 60% Meets and 30% Masters. As indicated in the chart from the previous section, students a CSHS are at or near those marks in US History with 88% Approaches, 60% Meets, and 28% Masters for 2022. Another strong indicator of growth are the Algebra I scores, with the largest increases in performance from 2021 with 33% more students scoring at Approaches, 15% more at Meets and 4% more at Masters for 2022.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: CSHS STAAR EOC scores are below the state average for all students in ELAR and Math **Root Cause:** Students lack foundational skills in writing (effective use of language & conventions) and math computation (writing & solving equations)

Problem Statement 2: CSHS will increase the avenues of communication about parent and family engagement events. **Root Cause:** CSHS parents feel they do not receive enough communication about parent and family engagement events.

Problem Statement 3 (Prioritized): 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause:** The need to focus on data-driven decisions in providing purposeful interventions.

Problem Statement 4 (Prioritized): The dropout rate for the 2021 school year is 5.4%. **Root Cause:** The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

Problem Statement 5: Students at CSHS are requiring more interventions based on identified needs. **Root Cause:** CSHS has a high at-risk population and has had an increase in students with social and emotional concerns.

Problem Statement 6: Graduation rates for Special Education students continue below 90%. **Root Cause:** Progress monitoring and intervention need to be more specific to student need. Interventions must be timely and more prescriptive.

School Culture and Climate

School Culture and Climate Summary

Data from School Climate Survey indicate:

69.9% of students at CSHS say they are learning in a positive school environment. Teachers and students are aligned with their opinions on school climate.

According to parent surveys, when asked how often do you feel welcomed at CSHS, 67% of parents surveyed stated that they feel welcomed.   Parents stated that the most effective way to communicate information to them was through Remind and/or text messages (67%), with school messenger and email at (50%). Parents stated that the least effective mode of communication was letters and flyers with both at 17%.

According to 2022 End-of-Year student surveys: 55% of students feel like they belong in our school and can help decide things such as school activities and rules, 70% of students feel not enough is done to support mental health, 55% of students feel like they are supported and can go to a teacher, counselor, and/or an administrator for help, 32% sometimes stay at home because of not feeling safe at school, 34% of students feel comfortable reporting bullying to an adult, 53% of students feel that bullying is observed during school hours, 40% of students feel bullying and cyberbullying is a frequent problem, 55% of students feel that students at this school are often bullied, 72% of students feel that they can have one-on-one conversations with a teacher, 40% of students feel they treat each other with respect, 70% of students feel teachers treat them with respect, 75% of students feel the school has clear rules and consequences for their behaviors, 83% of students like their school building.

Procedures are in place to promote safety; however, more practice needs to take place to decrease staff and student confusion. Evacuation drills are done monthly. Debriefing reports are sent to staff to improve overall effectiveness. District Chief Security officer plans for drills at both campus and district levels. Every campus has two CSCISD police officers. Our district and safety audits reveal that there is a need to improve exit plans and meeting points. The campus security committee has developed a red backpack safety kit for all teachers to bring and utilize in the event of an emergency evacuation. For this school year, added security measures include a single-point entry and exit during school business hours, teachers keeping classroom doors closed and locked at all times, more frequent exterior door checks, and more visibility of campus security.

Campus activities (pep rallies, Red Ribbon Week presentations, school spirit events, reading motivation campaigns, college and career fairs, etc.) are inclusive. Active participation from students is about 65%.

 In accordance with Texas Education Code (TEC), §28.0256, beginning with students enrolled in 12th grade during the 2021-2022 school year, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);

- Complete and submit a Texas Application for State Financial Aid (TASFA); or

- Submit a signed opt-out form.

CSHS will utilize our CCMR Coordinator to help explore careers, college options, military branches, the cost of attending college, and requirements for each career choice. The 12th-grade students will be given the opportunity to complete their milestones for post-secondary readiness.   We will provide college trips to students interested in attending particular colleges or who have applied to specific colleges already.

Information from various data sources indicates a need to provide support and instruction in Social Emotional Learning (SEL). Data from the 2021-22 Safe and Supportive Schools Program survey submitted to TEA, revealed that CSCISD had 42 threat reports from students. Of these 42, 14 did not pose a threat but were not referred to outside counseling/support. Another 24 of the threats reported were seen as posing a threat and they were referred for intervention or support by an outside agency. Additionally, data from the HS campus show that the grade 9 & 11 Counselor had 688 visits from students needing SEL support/counseling and the grade 10 & 12 Counselor had 650 student visits for SEL support/counseling. Given the enrollment of 602 students at CSHS, this number of SEL support visits is a true area of concern.

The rise of serious mental health incidents among school aged students in the U.S. has been in the national spotlight for good reason. According to the U.S. Surgeon General's Advisory report "Protecting Youth Mental Health from 2021, "Recent national surveys of young people have shown alarming increases in the prevalence of certain mental health challenges—in 2019, one in three high school students and half of femalestudents reported persistent feelings of sadness or hopelessness, an overall increase of 40% from 2009." All schools in the country must determine a course of action to help our youth by investing in preventative programs, such as evidence-based SEL and character-based curriculum.

School Culture and Climate Strengths

Grade-level meetings are held to review the CSCISD Student Code of Conduct at the beginning of the school year.

Identification cards (IDs) are provided for teachers, staff, and students.

The campus monitors all visitors with a new ID scan system and all visitors must report to the front office where they sign in and are issued an official visitor pass.

Regularly scheduled, unannounced K-9 searches of the CSHS campus, including the parking lot, School of Choice (SOC), and the Disciplinary Alternative Education Program (DAEP) buildings, are conducted.

Student developed Wildcat School Spirit/Pep Club is active throughout the year to promote positive activities that involve all students.

Student dress code continues to include blue jeans, any solid color polo, and Wildcat School Spirit shirts have improved student morale.

Teachers and staff being allowed to wear appropriate jeans throughout the work week have improved staff morale.

The district and campus have made "Customer Service" a priority. Parents and visitors are greeted warmly and a snack and water are available and offered.

Each teacher has a red backpack safety kit, equipped with items needed in the event of an emergency or evacuation. Department Heads have a red duffle bag with emergency medical supplies. (At least one per hallway)

Our counseling department has developed an SEL Room for students needing emotional support throughout the day.

Counselors are providing SEL lessons to all students in Social Studies classrooms for 9th and 10th graders and English classrooms for 11th and 12th graders.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The campus has not leveraged diverse stakeholders to review current Social Emotional Learning (SEL) practices. **Root Cause:** Lack of proactive approach toward SEL student needs.

Problem Statement 2 (Prioritized): The dropout rate for the 2021 school year is 5.4%. **Root Cause:** The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Accordign to the 2020-2021 TAPR, CSHS has a total staff enrollment of 66.1 FTE's, 90.7 % Hispanic, and 5.1% white, 2.1% Asian and 2.1% Pacific Islander. Teacher degrees held: 6.8% have no degree, 88.7% Bachelors, 4.4% Masters and 0% Doctorate. The average teacher experience is 11.0 years. For the 2020-21 school year - the total number of students per teacher was 13.3. The average class size is 18.8. Class size does vary between subjects depending on the number of teachers per subject. The average teacher's salary at CSCISD was $54,709, which is $2,932 less than the state average.

A variety of PD is available (content area PD, technology PD, mental health PD, school climate PD, TEKS Resource PD, teaching practices PD) Professional development is mostly offered in a face-to-face setting. Follow-up support is available on campus through a representative for a variety of PD. PLCs, faculty meetings, lesson plans, and usage reports are in place to ensure that teachers are implementing PD.

Campus administrators and Instructional Officer collaborate to assist those teachers in need of support and reinforcement whose performance is below district and/or state standards. As per the District Equity Plan, new teachers, permanent substitutes, and alt cert. teachers are required to participate in the district's Mentor Program. Campus administrators utilize online tools to assist with teacher observations, walk-throughs, and formative appraisals to bring consistency to the district.

Best practices for discussion and review of the most effective teachers are shared through PLCs.

CSHS has both supplemental ELAR, Math, and Credit Recovery staff that are funded with federal and state compensatory allotments that are evaluated yearly through the SCE Evaluation and CIP formative and summative evaluations. CSHS also funds a teacher at School of Choice to assist with drop-out recovery, which is also evaluated annually. CSHS funds a DAEP administrator, para-professional, and teacher due to the number of students.

Staff Quality, Recruitment, and Retention Strengths

All Core Area and CTE teachers are designated highly effective. Instructors not highly effective are all degreed in their content area and/or enrolled in Alternative Teacher Certification programs.

All instructional aides have Bachelor's and/or Associate degrees.

CSCISD Mentoring Program for 1st and 2nd year teachers has been very effective in orienting new staff to the District and Teaching profession.

CSCISD offers stipends for highly effective, certified Math, Science, CTE, ESL and Special Education teachers, as well as a stipend for teachers with a Master's Degree or Doctoral Degree.

The district offers sign-on bonuses with a two-year agreement, for fully certified teachers in Math, Science, ESL, Special Education and CTE.

Staff who are in an accredited Teacher Alternative Certification program and are employed as permanent substitutes are offered 75% of a starting teacher salary with benefits and reimbursement of program fees when they sign a CSCISD Teacher Agreement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Campus does not have 100% highly effective (HE) teaching staff. **Root Cause:** Human Resources and Campus Administrators express challenges in recruiting HE teachers to the area due to remote location, limited affordable housing and lack of amenities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the 2021-22 school year, CSHS addressed and improved instruction in health science, dual credit computer science and biology, and a complete health science CTE program of study. Additionally, high school has initiated the Arts, Audio Visual Technology Communication program of study. As a result of phasing in AAVTC and closing Information Tech., we had 82 students eligible for the Adobe Certified Associate (ACA) certification in spring 2021. The AAVTC teacher was able to continue preparing students for testing and had 42 students gain certification in the spring and summer of 2021.

To improve and address the quality of learning time, MTSS meetings are held at least four times a year to discuss grades, attendance, intervention strategies, tutorials, and academic goals of at-risk students. These meetings will be called Problem Solving Team (PST) meetings for the 2021-22 SY and will continue for the 2022-2023 SY.

Talent Ed data reveals that the lowest observed dimension in TTESS Walkthroughs for the 2021-2022 school year was Instruction 2.1 Achieving High Expections (27.9%) thereby indicating a need for effective instructional coaching. (See CIP addendums for data report).

The campus boasts a robust offering of Dual Credit courses for students, with six teachers on staff providing face-to-face instruction, as well as other online and distance learning opportunities through SWTJC. The counseling staff, including the College, Career, Readiness Coordinator provides guidance for students to plan post-secondary education and/or determine a career path. The campus has coordinated with Southwest Texas Junior College (SWTJC) to offer Dual Credit courses in Welding, where students can earn a Level 2 Welder Certificate and an A.A.S. degree; and in Patient Care Technician (PCT), where students can earn a Certified Nursing Assistant (CNA) and PCT certifications, along with the A.A.S degree. Both are two-year programs, with thirty-three (46) students in the DC Welding program and thirty-seven (37) students in the DC PCT program for 2020-2021. These programs are aligned with our CTE programs of Manufacturing: Welding and Health Science: Nursing Science. CSHS has had Law Enforcement for 8 years, but only one student was previously certified. CSHS criminal justice improved from one student to 6 for the current school year. Supplies for criminal justice classes are in need of fingerprinting kits, handcuffs, and other instructional supplies in order for students to complete certifications.

CSHS hosts a TACROA College Day annually and provides opportunities for college visits throughout the year. An annual Career Exploration Fair is held on campus where at least twenty-five business and industry partners participate. Students at CSHS are administered PSAT 9, PSAT 10, and PSAT/NMSQT in 9th, 10th & 11th grades, respectively. Score reports are reviewed and all students then create Khan Academy accounts that provide personalized online practice based on their scores. CSHS is an approved TSIA2 testing site and students have the convenience of testing locally instead of traveling out of town. According to 2019-20 TAPR data, SAT/ACT scores at or above criterion for CSHS lag behind the state score averages by 11.3% (37.9 % State vs. 26.6% CSHS). Therefore, for the 2021-22 school year, we will utilize Princeton Review to aid in improving SAT/ACT exam scores for our students.

A career and technical student organization (CTSO) is an extracurricular group for students enrolled in CTE programs of study. Students will further their knowledge and skills by participating in activities, events, and competitions throughout the school year. Carrizo Springs High School currently has 5 active CTSO's. Skills USA (Carpentry and Manufacturing), Law Enforcement, TAFE, FFA, and HOSA. While each organization caters to different career clusters — ultimately they all accomplish the same thing: CTSOs give all CTE students additional opportunities outside of the classroom to grow and develop skills they will need within their chosen career paths. These opportunities range from after-school activities and programs to competitive events where students demonstrate their skills. Also, CTSOs give students ways to network with other students and industry partners to start building professional relationships.

Other programs and partnerships that have an impact on student performance are Camino Real mental health services, as well as JROTC, UIL Band, Athletics,

Academics programs and many extra-curricular programs have all played a positive role on student performance.

Staff on campus participate in decision-making through weekly PLC meetings, department head/ leadership meetings, campus advisory team (CAT), district advisory team (DAT), cabinet meetings, parental involvement committee, attendance committee, school health advisory council (SHAC), and CTE Advisory Council.

The performance of economically disadvantaged students continues to impact the accountability of CSHS. While showing slight gains in student achievement overall and in ELAR, math performance dropped by 5%. CSHS will concentrate on closing the achievement gap between our Economic Disadvantaged students and All Students. The campus has shown improvement in this category, however, EOC results indicate that Eco Dis. continues to be an area of concern because targets met were at minimum achievement.

CSHS state accountability rating score improved from 78 in 2018 (C campus) to 81 in 2019 (B Campus). However, for 2022 state accountability, CSHS scored a 79 (C). The All Students Math performance increased from 41% in 2021 to 74% in 2022. Additionally, the slight improvement in All Students ELAR performance from 57% to 61% is still lower than the state average of 67% (2018). This indicates the continued need to address math and ELAR performance at CSHS and provide intervention and research-based programs for these subject areas. Furthermore, to meet the needs of at-risk students, they are assigned to courses that will prepare them for the current year STAAR test in accordance with the student's individual graduation plan. All Math and English teachers are either certified or have Bachelor's degrees in their respective content areas and are working toward earning their credentials through alternative certification programs. CSHS continues to implement professional development to improve the effectiveness and rigor of instruction. Due to the changes and updates in State Accountability and to have the most current knowledge and information on the STAAR Redesign, it is important for campus administrators to attend professional develpment opportunities.

Curriculum, Instruction, and Assessment Strengths

CTE has expanded its programs of study to include Health Science and Business Management.

CTE increased the number of industry-based certifications (IBCs) from 2019-20 to 2020-2021 by 50%.

CSHS had twenty students graduate from SWTJC with an Associates Degree in July 2021.

CSHS is an approved SAT and ACT testing site; students do not have to travel out of town to test and students are provided two fee waivers for SAT and ACT testing.

Partnership with SWTJC for Dual Credit and Associate's Degree opportunities for our students in Welding and Patient Care Technician (PCT)

CSCISD has three instructional officers who are former highly effective and experienced teachers at CSCISD, specializing in Math and English Language Arts. All IOs support the all teachers at CSHS as needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause:** Post

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

Problem Statement 2: CSHS has to increase spending on materials and supplies for CTE Programs of Study by 50% **Root Cause:** There has been a 35% increase in the number of students taking Dual Credit Technical courses, therefore requiring the need for more consumable materials.

Problem Statement 3 (Prioritized): Scores are low, which results in a low accountability rating. **Root Cause:** Not enough professional support in the areas of planning, instruction and classroom management.

Parent and Community Engagement

Parent and Community Engagement Summary

CSHS achieved the goal of 510 parents/families come up to the school to participate and attend Parent and Family Engagement Events/Night for the 19-20 school year. The goal was to increase this by 5% for the 20-21 school year. The goal was not reached. For the 2021-22 school year, saw a decrease in participation with parents attending events. For the 2022-23 school year the goal is to once again acheive the 510 parent participant mark as was done in 2019-2020.

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

CSHS had a minimal number of parents respond to the survey. 41.7% of the parents responded that they feel quite a bit or extremely welcomed. no parents stated that they do not feel welcomed.

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

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

CSHS 66.7% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 50% of parents agreed that automated calls were the way they would prefer to receive communications from the school, email messages was at 50%, and social media was at 41.7%.

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

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

- Translate notes going home for parents into English & Spanish.
- Newspaper articles will also be published in Spanish.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of May 2022 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSHS 42% of parents had conflicts with time of events and 25% of parents stated they had conflicting family schedules.

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

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

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

would like to see the funds used at each campus:

These were the top responses for each school.

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

2022-2023 CSHS Parent and Family Engagement Questions / concerns to Consider

Parents have a concern about:

1. the timeliness of teachers posting grades
2. the consistent use of Remind by staff members
3. having a better understanding about GPA & class ranking
4. security, mental health and bullying

For the 2022-23 school year the plan is to have one community partner at each Parent and Family Engagement event throughout the school year. They either host an informational booth and share their companies resources through an outreach or host the dinner meal provided to all the families that attend the event.

In consideration of nearby juvenile detention centers, currently, Carrizo Springs CISD is not in need of a juvenile detention center. We have one located in Jourdanton, Texas about 89 miles away from us.

The adult education courses/services available to our community are:

Education Service Center Region 20 office, Southwest Texas Junior College (GED Program); Texas AgriLife - Health and Nutrition classes; Department of Assistive Rehabilitative Services (DARS) - Eagle Pass;, Anderson House - pregnancy and parenting classes; Methodist Ministries Health Services/Wesley Nurse

We currently have one community college that is located about 12 miles away that offers a small variety of courses. Their main branch is located about 45 miles away from Dimmit County.

Carrizo Springs High School had 17 seniors graduate from SWTJC with an Associates of Arts degree, three in Patient Care Technicians and eight Level I Welding Certificates in May of 2022. Carrizo Springs High School has 167 students that are taking Dual Credit Class through SWTJC.

Parents can participate in their child's education in a variety of ways:

- Attending Family Engagement Events at school

- Joining and communicating with teachers, counselors and CCMR Coordinator via Remind.

- Joining the CSHS Facebook page

- Ensuring their contact information in Skyward is up-to-date

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

- Translate notes/materials going home for parents into English & Spanish.

- Newspaper articles will also be published in Spanish.

- Demographics based on our English / Spanish speakers

Each campus has a Campus Advisory Team (CAT) that meets 4 times a year to discuss campus-based decisions. The team is made up of parents, teachers, administration, and the CSCISD Federal Programs Service Coordinator. The parents that are part of the CAT team represent one of the following subgroups:

- Gifted and Talented

- Special Education

- Migrant

- At-Risk

- Bilingual

- Title 1

All of the parents are invited to attend at the beginning of the year through a flyer and phone calls/remind. If the participation is low, parents from each subgroup are asked to be part of the committee. Throughout the meeting, parents are encouraged to provide input and feedback. Parent participation has decreased in recent years.

Parent and Community Engagement Strengths

According to recent surveys data reveals that parents do feel more welcomed at the High School Campus. The trend for the past three years (70%, 74.7% and 67%) indicate that the majority of parents find the campus welcoming.

Having a dedicated Family Engagement Service Coordinator helps to ensure that parents know exactly to turn to in the event that they need information, support or guidance.

From the May 2022 survey, parents made the following comments and observations:

- Everyone is already very helpful
- Everything is good the way it is
- No issues here

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause:** The need to focus on data-driven decisions in providing purposeful interventions.

Problem Statement 2 (Prioritized): 83% of parents surveyed state they are wanting more school information through Family Engagement events, activities, technology **Root**

Cause: Limited and infrequent communication to parents by campus and family engagement staff.

Problem Statement 3: Students families are being significantly impacted by the rising cost of goods. **Root Cause:** The all-time high inflation rates in the U.S. have caused consumers to decrease the amount spent on school supplies.

Problem Statement 4: CSHS will increase the avenues of communication about parent and family engagement events. **Root Cause:** CSHS parents feel they do not receive enough communication about parent and family engagement events.

School Context and Organization

School Context and Organization Summary

Campus administrators have directed office staff to minimize interuptions to protect instructional time. The Master Schedule at CSHS is developed to address the students in highest need first. Highly organized and monitored in-class support is provided to Special Education students to maximize inclusion. Dyslexia students are provided services through a scheduled class in the Master Schedule. Core area teachers have common planning periods; PLCs are held on a bi-weekly basis; tutorials are offered before and after school and on designated Saturdays; summer school is held for STAAR EOC retesters, dual credit, and credit recovery.

Fish Camp is offered to all incoming freshmen and new students to CSHS in the summer. An annual 8th grade CTE Expo is also held during the school year to introduce incoming freshmen to high school offerings. Counseling staff holds registration for incoming freshman during the fall of 8th grade year, providing students and parents information on HS programs of study and personal graduation plans. Additionally, a campus visit specifically for special needs students is coordinated by counseling staff to ease anxiety about coming to the high school.

CSHS follows the CSCISD policies, procedures, programs, practices, and monitoring systems in place which are intended to improve student behavior and address student misbehavior in a way that minimizes classroom removals. The Discipline Management Plan and Student Code of Conduct provide a range of discipline outcomes, most of which do not remove students from instruction. For the 2021-2022 school year , there were 267 discipline referrals and the counselors had 1338 student conferences,

CSHS follows the multiple policies the District has in place which prohibit bullying, including cyberbullying, as defined by state law. Procedures are in place for campus reporting, including anonymous reporting of bullying. Campus administrators conduct an investigation based on the allegations of the report and takes appropriate action. Parents of the victim and student accused of bullying are both notified of the results of the investigation and subsequent actions which will prevent future bullying.

CSHS conducts regular safety drills, where all staff and students participate throughout the school year. Information specific to unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and child abuse is delivered to students and staff at the campus through annual compliance training for staff and through guest speaker presentations, administrators, counselors and nurses office.

The campus goal is to have 90% of students at Approaches Standard, 60% at "Meets" standard and 30% at Masters standard for the 2022-2023 school year. The target areas are English I, English II, and Algebra I. Benchmark results will be used to monitor progress. The 90-60-30 goal will be communicated by posting a tracking board at the school's entrance.

The Campus Needs Assessment process (CNA) is conducted annually, with the improvement plan being addressed as indicated on the evaluation dates. Needs are prioritized based on the indicators showing most in need of improvement. There is a focus on academic improvement with a sense of urgency throughout the campus. Common planning time, bi-weekly PLCs, leadership team meetings, and faculty meetings are regularly scheduled to ensure we are all focused on academic achievement.

The Campus Improvement Plan (CIP) is reviewed periodically throughout the year by the department head/leadership committee and campus advisory team (CAT). Department heads, the CAT, the district advisory team, the parental involvement committee, the attendance committee, and district ELAR committee are all examples of formal leadership at CSHS. Informal leadership is evident through a strong teacher-leadership culture.   Content area tutorials, UIL, Cheer,

Dance, Athletics, National Honor Society, Student Council, Pep Squad, JROTC, Law Enforcement Club, Texas Assn. of Future Educators (TAFE), Health Occupations Students of America (HOSA), Spanish Club, Skills USA, make up hours and credit recovery opportunities are available on campus before and after school.

School Context and Organization Strengths

Student transition from 8th grade to freshman year shows to be effective.

CSHS offers a variety of extra-curricular opportunities to all students.

Students are provided support to postsecondary opportunities through CTE industry-based certification, Dual Credit courses, on site SAT/TSI testing, local scholarship awards, and military recruiter presentations.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: CSHS has had an increase in discipline and counselor referrals **Root Cause:** The majority of students (80%) did not attend school face-to-face last school year and many are struggling to acclimate to the rules and structure of the traditional school setting. Many students are academically and socially 1.5 years behind.

Technology

Technology Summary

The technology goal for CSHS is to encourage teaching strategies that integrate technology effectively into curriculum and instruction to improve learner academic achievement.

Teachers receive support from ESC Region 20, CSCISD Instructional Officers (IOs), and amongst each other in Google Classroom training. Students have access to dual credit classrooms at the high school level. Students are able to utilize Edgenuity at grades 6th - 12th grade for personalized curriculum. Technology devices (through a survey) are lacking for student/teacher/campus and district admin are needed to be able to work from home. Students in need of internet for remote conferencing are provided hot spots. Devices/printers/cameras will need to be provided for students and teachers to be successful.

Electronic devices were identified for each campus in order to provide all students the opportunity to access research-based interactive instruction. Last year the campus was equipped with wifi hotspots, hardware, and software. High school teachers and students have access tp interactive panels, webcams, hovercams, and other technology equipment that greatly enhance the learning environment at our campus. Chromebook carts are currently being used throughout the campus for instructional purposes.

CSHS encourages teaching strategies that integrate technology effectively into curriculum and instruction to improve learner academic achievement. CSHS continues to upgrade its old technological equipment. New interactive panels have been provided to all core area teachers to replace outdated projectors. Chromebook carts have been gradually updated with new devices. Every student has access to a Chromebook, every student has a Google account, and all teachers have access to Google Classroom. Students are aware of how to navigate GSuite to fit their learning needs. Teachers are required to use Google Classroom and Remind to communicate with students and parents.

Instructional materials available online are evaluated for appropriateness and accuracy through usage reports available for online programs (example, Renaissance, Remind, and Edgenuity)

Desktops, laptops, iPads, Hovercams, interactive panels, digital marquee, TI nSpire calculators, etc. A variety of technology is available to all students and staff.

Low bandwidth is a barrier when it comes to technology. (Plans to update are in progress.) However, while students have the opportunity to check out devices to use at home, many do not have internet access at home to maximize the functionality of these devices.

Due to the continued need fpr Remote Conferencing for students who fall ill for an extended length of time, the campus has Chromebooks and wifi hotspots available for students to check out. The campus has been able to replace devices that were at the end of life with updated ones.

Technology Strengths

CSHS is fortunate to have Chromebook Charging Lockers located in common areas for student check-in/check-out.

The campus has numerous up-to-date devices to access technology in the classroom; 100% of the teachers have access to technology devices and 85% use these devices on a daily basis to enrich their lessons.

Problem Statements Identifying Technology Needs

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

Problem Statement 2 (Prioritized): CSHS will need to provide enhanced technology devices in order to instruct students utilizing the most up-to-date digital tools. **Root Cause:** CSHS has personal technology devices that are at the "end of life" and will need to be replaced in order to meet the needs of our students.

Priority Problem Statements

Problem Statement 2: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps.

Root Cause 2: The need to focus on data-driven decisions in providing purposeful interventions.

Problem Statement 2 Areas: Demographics - Student Achievement - Parent and Community Engagement

Problem Statement 1: The campus has not leveraged diverse stakeholders to review current Social Emotional Learning (SEL) practices.

Root Cause 1: Lack of proactive approach toward SEL student needs.

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 3: Campus does not have 100% highly effective (HE) teaching staff.

Root Cause 3: Human Resources and Campus Administrators express challenges in recruiting HE teachers to the area due to remote location, limited affordable housing and lack of amenities.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams.

Root Cause 7: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

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

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

Problem Statement 4 Areas: Technology

Problem Statement 9: The dropout rate for the 2021 school year is 5.4%.

Root Cause 9: The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

Problem Statement 9 Areas: Demographics - Student Achievement - School Culture and Climate

Problem Statement 6: 83% of parents surveyed state they are wanting more school information through Family Engagement events, activities, technology

Root Cause 6: Limited and infrequent communication to parents by campus and family engagement staff.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 5: CSHS will need to provide enhanced technology devices in order to instruct students utilizing the most up-to-date digital tools.

Root Cause 5: CSHS has personal technology devices that are at the "end of life" and will need to be replaced in order to meet the needs of our students.
Problem Statement 5 Areas: Technology

Problem Statement 8: Scores are low, which results in a low accountability rating.
Root Cause 8: Not enough professional support in the areas of planning, instruction and classroom management.
Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: CSHS will improve student performance and work to ensure 50% of students are rated "Met Standard" by the STAAR test

High Priority

Evaluation Data Sources: CBAs, Benchmarks, PBMAS, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Identified freshmen will be enrolled in an English I Lab in addition to English I. Identified students not meeting standards in English I & II STAAR End of Course will be provided with intervention classes Both strategies will address closing the achievement gaps for identified students	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By September of 2022 - all identified students will be enrolled in the class as needed. Rosters will be reievwed and STAAR scores will determine placement. **Staff Responsible for Monitoring:** English Teachers Counselors Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** Intervention teacher - State Compensatory Education - $47,250, SCE Paraprofessional - State Compensatory Education - $20,830, Substitutes - State Compensatory Education - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: McKinney-Vento Campus Liaisons (instructional officers) along with campus counselor will monitor the attendance, grades and college readiness of identified students (TEXSHIP funds)	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As a result of monitoring, 90% of McKinney-Vento identified students will be on track to graduate with their cohort by June 2023. **Staff Responsible for Monitoring:** Principal McKinney-Vento liaison (Counselors) Instructional Officer **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** travel - MV liaison - TEHCY - $3,500, supplies - instructional - Title I Part A Allocation - $2,500, clothing/hygiene/emergency food - ARP Homeless Grant II - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Staff will receive professional development, obtain resources, and implement best practices to improve teaching and learning for student subgroups and address the achievement gap for identified students	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Provide 100% of teachers and staff necessary support to continue to attend professional development and obtain resources that will enhance and sustain a challenging, engaging and rigorous delivery of instruction. There will continue to be a 10% increase in the approaches and a 5% increase in the Meets passing rate for STAAR EOC English I, English II, Algebra I, Biology, and US History. Certificates/sign-in sheets/ agenda will be provided as documentation.

Staff Responsible for Monitoring: Campus Administrators
Counselors
Instructional Officer
Core Teachers
SpEd Teacher
CTE Teachers
GT Teachers

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1

Funding Sources: GT Co-Op (Books & Supplies) - Local - $1,400, GT Training (travel) - Local - $500, GT Personnel (certificate) - Local - $1,000, CAST (travel) - Title I - $2,000, M2 (M Squared) Alg. 1 Training (professional consulting services) - LCFF - Base - $1,500, ELAR Support (professional consulting services) - Local - $3,000, CTE Teacher materials and travel - Carl Perkins CTE - $30,000, CTE Teacher materials and supplies - CTE (Local) - $20,000, IO travel TCEA Conference for Educational Coaches - Title I Part A Allocation - $6,247, Texas Assessment Conference - Title I Part A Allocation - $1,150

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The campus administrator will increase leadership capacity by attending professional development conferences. Federal/SCE Programs, Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at-risk, SPED) to close achievement gaps. District and campus administration will utilize programs designated to assist in analyzing data - root cause analysis and comprehensive needs assessment. Campus committees will meet to review data and needs assessment.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: At least one member of the Campus Administration will attend annual professional development to obtain legal updates for educator compliance and technology training to improve leadership skills By June of 2023, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership 100% of campuses and district will complete CIP/DIP by October 2022. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring.				
Staff Responsible for Monitoring: Principal Instructional Officer Federal Programs Director				
Title I: 2.4, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Problem Statements: Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1				
Funding Sources: Summit Leadership - Title I Part A Allocation - $3,000, Campus Needs Assessment Committee - Title I Part A Allocation - $1,500				

Strategy 5 Details	Reviews			
Strategy 5: The LPAC will analyze data for ELL students and determine levels of proficiency and support in order to close achievement gaps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: ByJune 2023, there will be at least one level of proficiency improvement among all ESL students on TELPAS.
 	
    Staff Responsible for Monitoring: Assistant Principals
ESL Interventionist
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 	
    Funding Sources: LPAC Training (travel) - LCFF - Supplemental - $300, Title III Symposium (travel) (Title III) - Bilingual Education - $500				

Strategy 6 Details	Reviews			
Strategy 6: Full-time paraprofessional monitor Credit Recovery lab to assist and provide prescriptive learning paths for students needing to recover credits and close the achievement gap.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 100% of the students in Credit Recovery will gain credit for at least 75% of the classes provided.
 	
    Staff Responsible for Monitoring: Para-professional Instructional Aide
Principal
Assistant Principals
Counselors
Federal Programs Director
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
 	
    Problem Statements: Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1
 	
    Funding Sources: Salary - paras - State Compensatory Education - $17,237, Program (Books and Supples) - State Compensatory Education - $5,000				

Strategy 7 Details	Reviews			
Strategy 7: The Algebra I course is blocked (2 class periods) for identified Freshmen.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By May 2023, 50% of identified Freshman students in Algebra I blocked class will achieve meets grade-level scores on STAAR EOC after the first administration	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Algebra I Teachers Counselors Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** Teacher - Title I Part A Allocation - $48,450				

Strategy 8 Details	Reviews			
Strategy 8: Provide after school and Saturday tutorials tor students who have not met standard in Algebra 1, English I, English II, Biology and US History. This strategy will close the achievement gap for students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2023 CSHS will decrease of 15% the number of students requiring intervention in Biology and 5% in US History **Staff Responsible for Monitoring:** STAAR EOC tested area teachers Campus Administrators **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** Salaries - Paras - Title I Part A Allocation - $3,000				

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: For students in Wildcat Leadership Academy (DAEP/ School of Choice) staff will assist students not mastering EOCs in English I, English II, Algebra I, Biology and US History. This will address closing the gap for the four-year graduation rate for all students, and subgroups Hispanic and economically disadvantaged.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2023, 50% of the identified students will reach "Approaches" on the STAAR Exam				

Strategy's Expected Result/Impact: By May 2023, 50% of the identified students will reach "Approaches" on the STAAR Exam

Staff Responsible for Monitoring: WLA Teachers
WLA Administrator
HS Administrators
Counselors
Instructional Officer (as identified by campus administrator)

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 - Technology 2

Funding Sources: Personnel (WLA 2 Teachers, 2 Instructional paraprofessionals) - State Compensatory Education - $120,314, Texas Algebra 1 Coach (Books and Supplies) - State Compensatory Education - $400, Countdown to the Algebra I EOC (Books and Supplies) - State Compensatory Education - $800

Strategy 10 Details	Reviews			
Strategy 10: Accelerated instruction during summer school for students needing credit recovery and students not meeting standard on EOC English I/II, Algebra I, US History & Biology, which addresses closing the gap for the four-year graduation rate for all students, and subgroups Hispanic and economically disadvantaged. .	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2023, 85% of identified students will have recovered credits needed to be back on track with their graduation cohort.				

Staff Responsible for Monitoring: Principal
Counselors
Teachers
HR Director

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1

Funding Sources: Summer School Teachers - Title I Part A Allocation - $75,000, Materials (Books and supplies) - State Compensatory Education - $3,000, Salaries - Para's - State Compensatory Education - $10,000

Strategy 11 Details	Reviews			
Strategy 11: New teachers will be assigned a mentor and attend the required training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By June 2023, 100% of new teachers will have mentors and will remain employed with CSCISD,. BOY/MOY/EOY survey results will be given out to campus administration by Hr department.	**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: HR Director
Campus Admin

Title I:
2.4, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 -
Problem Statements: Staff Quality, Recruitment, and Retention 1
Funding Sources: Mentor stipend - Title I Part A Allocation - $8,000

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: The campus will utilize instructional officer (I.O.) to provide classroom coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and comprehensive needs assessment.	**Nov**	**Feb**	**Apr**	**June**

Strategy 12: The campus will utilize instructional officer (I.O.) to provide classroom coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and comprehensive needs assessment.

   Strategy's Expected Result/Impact: By June 2023, collaboration sheets will show that 100% of identified teachers in need received support in TTESS Domain 1, 2, or 3 from the I.O. thereby increasing teacher instructional capacity. I.O. will be identified and utilized on campus providing content area support, including modeling exemplar lessons, lesson planning, classroom management and maximizing existing resources up to 3 days a week.

   Staff Responsible for Monitoring: Principal
Curriculum Director
Federal Programs

   Title I:
2.4
    - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
    - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

   Problem Statements: Demographics 4 - Student Achievement 3 - Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1

   Funding Sources: Salaries - Title I Part A Allocation - $40,769

Strategy 13 Details	Reviews			
Strategy 13: Instructional Officer and Campus administration will receive and attend professional development. The campus will utilize instructional officers to provide coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and addressing comprehensive needs assessment.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. There will continue to be a 10% increase in the STAAR performance **Staff Responsible for Monitoring:** Campus Administrators Instructional Officer **Title I:** 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Curriculum, Instruction, and Assessment 3 - Parent and Community Engagement 1 **Funding Sources:** IO travel - Title I Part A Allocation - $6,247, travel - admin - Title I Part A Allocation - $10,000				

Strategy 14 Details	Reviews			
Strategy 14: The CSHS Welding Program student participation will increase from the previous year	Formative			Summative
Strategy's Expected Result/Impact: By May 2023, the Manufacturing (Welding) program will have 100% of students exiting with certifications	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration CTE Department Head Welding Teacher **Title I:** 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** CTE Instructor - CTE (Local) - $50,000, CTE Supplies - Carl Perkins CTE - $5,000, CTE Supplies - CTE (Local) - $5,000				

Strategy 15 Details	Reviews			
	Formative			Summative
Strategy 15: Core area teachers will plan during summer on identified needs to review scope and sequence, analyze EOC scores, unpack the TEKS, and create an instructional plan.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By August 2023, 75% of the core teachers will participate in the summer planning **Staff Responsible for Monitoring:** Federal Programs Principal Core Area Teachers **Title I:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** Salaries - Title I Part A Allocation - $5,000				

Strategy 16 Details	Reviews			
Strategy 16: CTE teachers will plan during summer on identified needs to review scope and sequence, review updates on industry-based certifications, unpack the TEKS, and create instructional plans. CTE teachers will review areas of certification for students and plan accordingly, to make sure all certifications and instructional supplies match the industry based certifications.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By August 2023, 75% of the CTE teachers will participate in the summer planning to review CCMR student results and plan accordingly . CTE certifications will increase by 10%. **Staff Responsible for Monitoring:** Principal CTE Teachers **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Certificates - Carl Perkins CTE - $6,500, supplies - AG, Health Sci/Tech 1 & 2, Culinary, ED and criminal justice - Carl Perkins CTE - $24,976, Supplies - AG, Health Sci/Tech 1 & 2, Culinary, ED and criminal justice - CTE (Local) - $35,869, Travel/fees/dues/meals - CTE (Local) - $10,410, Training - workshops - CTE (Local) - $4,160, Travel - 36 - CTE (Local) - $23,000, Travel - staff - Carl Perkins CTE - $2,900, Travel - administration Campus and District - Carl Perkins CTE - $2,100, Substitutes- CTE State - LCFF - Supplemental - $10,000, Director and Coordinator travel Federal Funding - Carl Perkins CTE - $4,000, Director and Coordinator travel State CTE funds - LCFF - Supplemental - $4,500, Extra Duty Pay - CTE (Local) - $3,000				

Strategy 17 Details	Reviews			
Strategy 17: High school campus will provide Credit Recovery sessions in all four core content areas during the Winter Break for students at-risk of losing credit due to failing grades and/or attendance.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By January 2023, at least 50% of students who are at-risk of failing will attend the CR sessions during Winter Break. **Staff Responsible for Monitoring:** Campus administrator Credit Recovery teacher Credit Recovery instructional aide **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** para salary - State Compensatory Education - $18,746				

Strategy 18 Details	Reviews			
Strategy 18: Identified at-risk students will be provided with interventions by identified teachers and para-professionals. The identified staff, as well as administrators, will be provided professional development. Strategy will address closing the achievement gaps for identified students. Teachers will be given the opportunity to plan once a 6 week for the following six weeks.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 75% of identified at-risk students will receive interventions by June 2023. **Staff Responsible for Monitoring:** Campus Administrators Federal Programs Director **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** salaries - para - State Compensatory Education - $18,000, resources for teachers - Title V - $10,000, Substitutes - Title I Part A Allocation - $3,000				

Strategy 19 Details	Reviews			
Strategy 19: Provide At-Risk students the assistance of a counselor to discuss and review behavior, attendance, and academic performance to decrease achievement gaps.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease amount of behavior referrals by 10%, increase attendance by 10% and decrease failure rate by 10% for at-risk students **Staff Responsible for Monitoring:** At-risk counselor Counselors Campus Administrators **Title I:** 2.6 **Problem Statements:** Demographics 4, 5 - Student Achievement 3, 4 - School Culture and Climate 2 - Parent and Community Engagement 1 **Funding Sources:** Salary - State Compensatory Education - $30,000, Supplies, materials, travel - State Compensatory Education - $3,500				
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.
Problem Statement 5: The dropout rate for the 2021 school year is 5.4%. **Root Cause**: The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

Student Achievement
Problem Statement 3: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.
Problem Statement 4: The dropout rate for the 2021 school year is 5.4%. **Root Cause**: The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

School Culture and Climate
Problem Statement 2: The dropout rate for the 2021 school year is 5.4%. **Root Cause**: The main reasons student cited for not returning to school were economic (need to work to support child/children and /or families) and academic (too far behind and school is just not for me).

Staff Quality, Recruitment, and Retention
Problem Statement 1: Campus does not have 100% highly effective (HE) teaching staff. **Root Cause**: Human Resources and Campus Administrators express challenges in recruiting HE teachers to the area due to remote location, limited affordable housing and lack of amenities.

Curriculum, Instruction, and Assessment
Problem Statement 1: CSHS has 95% of its students enrolled in a CTE program of study which have capstone courses requiring certification exams. **Root Cause**: Post secondary readiness indicator in State Accountability requires students are provided programs of study that give opportunities to earn Industry-Based Certifications (IBCs).
Problem Statement 3: Scores are low, which results in a low accountability rating. **Root Cause**: Not enough professional support in the areas of planning, instruction and classroom management.
Parent and Community Engagement
Problem Statement 1: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.
Technology
Problem Statement 2: CSHS will need to provide enhanced technology devices in order to instruct students utilizing the most up-to-date digital tools. **Root Cause**: CSHS has personal technology devices that are at the "end of life" and will need to be replaced in order to meet the needs of our students.

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

Performance Objective 2: CSCISD students will be prepared for post-secondary success through a diverse set of industry certifications by establishing cooperative agreements with institutions of higher learning and/or industrial partners.

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: CSHS will see a 25% increase in obtaining CTE industry certifications	**Formative**			**Summative**
Strategy's Expected Result/Impact: By May 2023, CSHS will see a 50% increase in the effectiveness of CTE program as measured by more students obtaining industry certifications	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: HS Principal Counselors CTE Department Chair **Title I:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Travel, Supplies, Certification programs and tests, - Carl Perkins CTE - $12,920, supplies - LCFF - Supplemental - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: CTE courses will align their programs of study with industry-based certifications, simulate workforce skills facilities with the tools and equipment to be successful.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By May of 2023, students enrolled in CTE courses will have increased opportunity of 5% for industry-based certificates thereby providing improved workforce opportunities. **Staff Responsible for Monitoring:** HS Principal CTE Department Chair Counselors **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Ceritfication, supplies - CTE (Local) - $5,000, Certification - Carl Perkins CTE - $10,000, - CTE (Local)				

Strategy 3 Details	Reviews			
Strategy 3: Provide students opportunities to attend local and regional college/career fairs	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By May 2023, 50% of the students enrolled in a coherent sequence of CTE courses will attend local and regional college/career events, virtually/remotely in the event of COVID-19 restrictions. **Staff Responsible for Monitoring:** Principal College Career Coordinator Counselors CTE Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Local - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Students in CTE programs will be provided the opportunity to participate in local, regional and statewide competitions and events in order to expand their experience and knowledge in their chosen program of study.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By May 2023, 35% of CTE students will have attended a competition or event for their chosen program of study. **Staff Responsible for Monitoring:** Principal CTE Department Head **Title I:** 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1 **Funding Sources:** Travel, meals - CTE (Local) - $15,000				

Strategy 5 Details	Reviews			
Strategy 5: CSHS will provide an area with office hours where students can come to explore careers, colleges, military branches, cost of attending college, requirements for each career choice. 12th grade students will be provided the opportunity to complete their milestones for post secondary readiness	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By May 2023, 75% of 12th grade students will complete post secondary milestones and 100% of graduating seniors will have completed FAFSA, TAFSA or the opt out agreement **Staff Responsible for Monitoring:** CCMR Coordinator Counselors Principal **Title I:** 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Supplies and materials - Local - $1,500				

Strategy 6 Details	Reviews			
Strategy 6: Provide the opportunity for students in JROTC to attend and participate in local, regional and statewide events and competitions	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2023, 80% of students enrolled in JROTC will participate in events and competitions **Staff Responsible for Monitoring:** Campus Administrator JROTC SAI JROTC AI **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Student travel - General Fund - $7,500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

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

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

Performance Objective 1: Campus Performance Objective 1: CSCISD will sustain financial stability through timely submission of all financial reports, unmodified audits, and establish internal controls.
Strategy: District finance officials will provide guidance on appropriate financial processes for all program directors and principals
    Action Steps:
1. District finance officials will support campuses on managing campus budgets and provide training if needed.
2. Procurement protocols (EDGAR) will be updated and district finance officials will ensure that all staff members use the new protocols.
3. Finance director will provide training for staff members under his direct supervision and oversee work productivity.
Campus Performance Objective 2: All state, federal, and grant funds will be strategically managed to meet the instructional needs of all students and special populations.
Strategy: Finance department personnel will establish procedures manage all programs in accordance with the funds guidelines.
Action Steps:
1. District finance officials will support campuses on managing campus budgets and provide training if needed.
2. District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols.
3. The Campus Improvement Plans will include fund identification to meet individual program guidelines.

   High Priority

   Evaluation Data Sources: Campus Budget, CIP Expenditures

Strategy 1 Details		Reviews			
Strategy 1: Provide teachers with substitutes for BOY, MOY and EOY MTSS (Problem Solving Team) meetings		**Formative**			**Summative**
Strategy's Expected Result/Impact: Utilize 100% of substitute pay for specific training and at-risk meetings		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Department Chairs					
Title I: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction					
Problem Statements: Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1					
Funding Sources: Substitutes - State Compensatory Education - $2,000					

Strategy 2 Details	Reviews			
Strategy 2: An Internal Audit will be conducted to ensure compliance with financial processes.	Formative			Summative
Strategy's Expected Result/Impact: 100% of the principals and secretaries will be highly trained in financial processes	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principals Secretary **TEA Priorities:** Improve low-performing schools **Funding Sources:** Professional/Coaching - Local - $500				

Strategy 3 Details	Reviews			
Strategy 3: CSCISD will provide training for campus and department secretaries, teachers, directors, admin, and staff	Formative			Summative
Strategy's Expected Result/Impact: Staff will be more effective and purposeful in their positions	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Department Directors Campus Administrators **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Supplies - Local - $500				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.

Student Achievement
Problem Statement 3: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.

Parent and Community Engagement
Problem Statement 1: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.

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

Performance Objective 2: CSCISD will ensure the recruitment, development, retention, and support exceptional, motivated, highly effective faculty and staff to optimize student engagement and achievement.

High Priority

Evaluation Data Sources: Number of certified teachers on campus

Strategy 1 Details	Reviews			
Strategy 1: Stipends will be distributed for CSCISD Bilingual Certified teachers, CTE teachers, Special Ed, and Science teachers to recruit and retain them in the district	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May of 2023, 100% of stipends will be distributed for CSCISD Bilingual, CTE, Special Ed and Science Certified teachers to recruit and retain them in the district. 100% of Bilingual/ESL teachers will be certified. **Staff Responsible for Monitoring:** Campus Administrator **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: CSHS will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May of 2023, CSHS will track, monitor and visit 100% of non-returning students in order to reduce dropout rates **Staff Responsible for Monitoring:** Campus Administrator Campus Counselors PEIMS Clerk Truancy Officer **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: 100% of first and second year teachers will be mentored through the comprehensive mentor program for new teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2023, CSHS will have a 95% teacher retention rate. Decrease in turnover rate by 2%; retention rates will increase as per Equity Plan. By May of 2023, 100% of First and Second-year teachers (3) will be part of the teacher comprehensive mentor program documented through sign-in sheets and AESOP, along with BOY/MOY and EOY surveys to evaluate the program.				
Staff Responsible for Monitoring: Director of Human Resources Campus administrators Designated Mentors Instructional Officer				
Title I: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction				
Problem Statements: Staff Quality, Recruitment, and Retention 1				
Funding Sources: Stipend - Title I Part A Allocation - $6,000				

Strategy 4 Details	Reviews			
Strategy 4: CSHS will increase the number of teachers with more than one certification	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2023, campus will have a 30% increase in the number of teachers with more than one certification				
Staff Responsible for Monitoring: Director of Human Services Campus Principal				
Title I: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
Problem Statements: Staff Quality, Recruitment, and Retention 1				

Strategy 5 Details	Reviews			
Strategy 5: Campus administrators will utilize a program to monitor teachers/staff on T-TESS walkthrough and observations	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: By May 2023, 100% of teachers/staff will be monitored and evaluated by utilizing Talent Ed/Perform program **Staff Responsible for Monitoring:** Campus administrators District directors HR Director **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Talent Ed - Title I Part A Allocation - $2,500				
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Campus does not have 100% highly effective (HE) teaching staff. **Root Cause**: Human Resources and Campus Administrators express challenges in recruiting HE teachers to the area due to remote location, limited affordable housing and lack of amenities.

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

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

High Priority

Evaluation Data Sources: PEIMS, Attendance Reports, Truancy Officer Data, PBMAS, TAPR

Strategy 1 Details	Reviews			
Strategy 1: The Campus will establish anti-bullying platform for reporting purposes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By May 2023, there will be 25% reduction in the number of discipline referrals	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Teachers Staff **Title I:** 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** Student safety reporting program - Local - $1,000, Stay Alert - Local - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Homeroom teachers, along with administrative staff, truancy officer and campus administrators will communicate with parents to monitor student absences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2023, CSHS Attendance rate will increase to 95% **Staff Responsible for Monitoring:** Administrators Teachers Attendance Clerk Truancy Officer Counselors **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Hold a minimum of 4 Family Nights that will focus on fun hands-on activities that they can do with their children at home. CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible. These events will help parents better understand the category/TEKS that are being covered in class and will include a take a way activity that parents can work with their child at home.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2023, all campuses will increase family engagement by 5%. **Staff Responsible for Monitoring:** Campus Administrators Campus Teachers CSCISD Federal Program Service Coordinator **Title I:** 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 2 **Funding Sources:** supplies/food/meetings - Title I Part A: Parent Involvement - $6,000, FPSC - travel - Title I Part A: Parent Involvement - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: McKinney Vento Campus Liaisons will attend training to provide assistance to identified students	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of MCKinney Vento students will be serviced	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor Instructional Officer CSCISD McKinney Vento Liaison **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1 **Funding Sources:** instructional suppies - TEHCY - $3,500, supplies/clothing/hygiene/uniforms - ARP Homeless Grant II - $5,659, travel - TECHY Grant - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for the students that attend summer school. These events will have a book author that will promote literacy and share their personal experiences about school to inspire these students to try their best and continue to reach for success.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2023, CSCISD should see an 3% increase in parent participation each year **Staff Responsible for Monitoring:** CSCISD Federal Programs Service Coordinator Campus Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 4 - Student Achievement 3 - Parent and Community Engagement 1, 2 **Funding Sources:** FPSC salary - Title I Part A: Parent Involvement - $12,000, paras - Title I Part A: Parent Involvement - $3,500, summer events (salaries/events - Title I Part A: Parent Involvement - $15,000				

Strategy 6 Details	Reviews			
Strategy 6: Provide parents with open communication through (ex. Remind, Flyers/notes sent home) informing them about family engagement meetings and events to increase parental involvement .	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: By June 2023, 75% of the parents/families will be signed up and using the Remind messaging program
    Staff Responsible for Monitoring: Principals
CSCISD Federal Programs Service Coordinator
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			
Strategy 7: CSHS will provide students a "Zen Zone" room to providing a location for mindfulness activities in a safe, calm enviroment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: By May 2023 15% of students will show improvement in mental well-being which will result in fewer counselor referrals and crisis episodes
    Staff Responsible for Monitoring: Counselors
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Supplies and materials - Local - $1,000				

Strategy 8 Details	Reviews			
Strategy 8: CSHS counselors will provide small group well-being sessions for tier 2 students in need of more assistance than tier 1 guidance lessons.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: By May 2023, 15% of students addressed by the counselors will show improvement in mental health which will result in fewer counselor referrals and crisis episodes
    Staff Responsible for Monitoring: Counselors
 	
    TEA Priorities:
Improve low-performing schools
    Funding Sources: - Local - $1,000				

Strategy 9 Details	Reviews			
Strategy 9: Campus counselors will receive technical support in developing a comprehensive school counseling program, to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief informed and trauma-informed interventions, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June of 2023, 100 % of the comprehensive counseling program will be completed. **Staff Responsible for Monitoring:** Campus Administrator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title V - $1,500				

Strategy 10 Details	Reviews			
Strategy 10: Provide opportunities for students to explore historical and cultural venues to expand their knowledge in areas not typically available to students in a remote location	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of students participating will create a product demonstrating the impact of knowledge and insight gained **Staff Responsible for Monitoring:** Campus Administrator Counselor Teacher **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Travel - General Fund - $10,000				

Strategy 11 Details	Reviews			
Strategy 11: Obtain and utilize a research-based a social & emotional learning curricula and professional learning service that will positively impact student belonging, engagement and well-being.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2023, there will be a 25% decrease in the number of SEL visits to the counselors				
Staff Responsible for Monitoring: Counselors Campus Principals				
Title I: 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1 **Funding Sources:** SEL Program - Title V - $9,997				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.

Student Achievement
Problem Statement 3: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.

School Culture and Climate
Problem Statement 1: The campus has not leveraged diverse stakeholders to review current Social Emotional Learning (SEL) practices. **Root Cause**: Lack of proactive approach toward SEL student needs.

Parent and Community Engagement
Problem Statement 1: 85% of the campus sub-populations have not met the academic achievement for the meets level (60%) in closing the gaps. **Root Cause**: The need to focus on data-driven decisions in providing purposeful interventions.
Problem Statement 2: 83% of parents surveyed state they are wanting more school information through Family Engagement events, activities, technology **Root Cause**: Limited and infrequent communication to parents by campus and family engagement staff.

State Compensatory

Budget for Carrizo Springs High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6
Brief Description of SCE Services and/or Programs

Personnel for Carrizo Springs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dimas Hernandez	Para - DAEP	1
James Hawkins	SOC	1
Julio Bentancourt	DAEP	1
OCENICEROS	PARA-DAEP	1
Rosalinda Orozco	At-Risk Para-professional	1
Ruben Escamilla	Credit Recovery Lab Para	1

Title I Personnel

Name	Position	Program	FTE
Roehl Velasquez	Instructional Officer	Title 1	1
SJHERRERA	MATH LAB	TITLE I	1

Campus Funding Summary

Carl Perkins CTE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CTE Teacher materials and travel		$30,000.00
1	1	14	CTE Supplies		$5,000.00
1	1	16	Certificates		$6,500.00
1	1	16	supplies - AG, Health Sci/Tech 1 & 2, Culinary, ED and criminal justice		$24,976.00
1	1	16	Travel - staff		$2,900.00
1	1	16	Travel - administration Campus and District		$2,100.00
1	1	16	Director and Coordinator travel Federal Funding		$4,000.00
1	2	1	Travel, Supplies, Certification programs and tests,		$12,920.00
1	2	2	Certification		$10,000.00
				Sub-Total	**$98,396.00**

CTE (Local)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CTE Teacher materials and supplies		$20,000.00
1	1	14	CTE Instructor		$50,000.00
1	1	14	CTE Supplies		$5,000.00
1	1	16	Supplies - AG, Health Sci/Tech 1 & 2, Culinary, ED and criminal justice		$35,869.00
1	1	16	Travel/fees/dues/meals		$10,410.00
1	1	16	Training - workshops		$4,160.00
1	1	16	Travel - 36		$23,000.00
1	1	16	Extra Duty Pay		$3,000.00
1	2	2	Ceritfication, supplies		$5,000.00
1	2	2			$0.00
1	2	4	Travel, meals		$15,000.00
				Sub-Total	**$171,439.00**

General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Student travel		$7,500.00

General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	10	Travel		$10,000.00
				Sub-Total	$17,500.00

LCFF - Base					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	M2 (M Squared) Alg. 1 Training (professional consulting services)		$1,500.00
				Sub-Total	$1,500.00

LCFF - Supplemental					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	LPAC Training (travel)		$300.00
1	1	16	Director and Coordinator travel State CTE funds		$4,500.00
1	1	16	Substitutes- CTE State		$10,000.00
1	2	1	supplies		$10,000.00
				Sub-Total	$24,800.00

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	18	salaries - para		$18,000.00
1	1	19	Salary		$30,000.00
				Sub-Total	$48,000.00

Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	CAST (travel)		$2,000.00
				Sub-Total	$2,000.00

Title I Part A Allocation					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	supplies - instructional		$2,500.00
1	1	3	Texas Assessment Conference		$1,150.00
1	1	3	IO travel TCEA Conference for Educational Coaches		$6,247.00
1	1	4	Summit Leadership		$3,000.00
1	1	4	Campus Needs Assessment Committee		$1,500.00
1	1	7	Teacher		$48,450.00

Title I Part A Allocation

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Salaries - Paras		$3,000.00
1	1	10	Summer School Teachers		$75,000.00
1	1	11	Mentor stipend		$8,000.00
1	1	12	Salaries		$40,769.00
1	1	13	IO travel		$6,247.00
1	1	13	travel - admin		$10,000.00
1	1	15	Salaries		$5,000.00
1	1	18	Substitutes		$3,000.00
2	2	3	Stipend		$6,000.00
2	2	5	Talent Ed		$2,500.00
				Sub-Total	$222,363.00

Title I Part A: Parent Involvement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	FPSC - travel		$5,000.00
3	1	3	supplies/food/meetings		$6,000.00
3	1	5	paras		$3,500.00
3	1	5	FPSC salary		$12,000.00
3	1	5	summer events (salaries/events		$15,000.00
				Sub-Total	$41,500.00

State Compensatory Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention teacher		$47,250.00
1	1	1	Substitutes		$2,000.00
1	1	1	SCE Paraprofessional		$20,830.00
1	1	6	Salary - paras		$17,237.00
1	1	6	Program (Books and Supples)		$5,000.00
1	1	9	Personnel (WLA 2 Teachers, 2 Instructional paraprofessionals)		$120,314.00
1	1	9	Texas Algebra 1 Coach (Books and Supplies)		$400.00
1	1	9	Countdown to the Algebra I EOC (Books and Supplies)		$800.00
1	1	10	Salaries - Para's		$10,000.00

			State Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10	Materials (Books and supplies)		$3,000.00
1	1	17	para salary		$18,746.00
1	1	19	Supplies, materials, travel		$3,500.00
2	1	1	Substitutes		$2,000.00
				Sub-Total	$251,077.00
			Bilingual Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Title III Symposium (travel) (Title III)		$500.00
				Sub-Total	$500.00
			Local		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	GT Co-Op (Books & Supplies)		$1,400.00
1	1	3	GT Training (travel)		$500.00
1	1	3	GT Personnel (certificate)		$1,000.00
1	1	3	ELAR Support (professional consulting services)		$3,000.00
1	2	3			$1,000.00
1	2	5	Supplies and materials		$1,500.00
2	1	2	Professional/Coaching		$500.00
2	1	3	Supplies		$500.00
3	1	1	Student safety reporting program		$1,000.00
3	1	1	Stay Alert		$1,000.00
3	1	7	Supplies and materials		$1,000.00
3	1	8			$1,000.00
				Sub-Total	$13,400.00
			Title V		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	18	resources for teachers		$10,000.00
3	1	9			$1,500.00
3	1	11	SEL Program		$9,997.00
				Sub-Total	$21,497.00

TECHY Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	travel		$2,000.00
				Sub-Total	$2,000.00
ARP Homeless Grant II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	clothing/hygiene/emergency food		$5,000.00
3	1	4	supplies/clothing/hygiene/uniforms		$5,659.00
				Sub-Total	$10,659.00
TEHCY					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	travel - MV liaison		$3,500.00
3	1	4	instructional suppies		$3,500.00
				Sub-Total	$7,000.00

Addendums

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	402	219	256	160	1,037	
Approaches GL or Above	232	161	187	140	720	69%
Meets GL or Above	139	66	56	96	357	34%
Masters GL	8	10	5	45	68	7%
Total Percentage Points						110%
Component Score						**37**

Texas Education Agency
2022 STAAR Performance
CARRIZO SPRINGS H S (064903001) - CARRIZO SPRINGS CISD - DIMMIT COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	69%	*	70%	61%	*	*	-	100%	67%	56%	57%	35%	0%	69%	71%
At Meets GL Standard or Above	34%	*	35%	29%	*	*	-	78%	32%	16%	18%	13%	0%	34%	35%
At Masters GL Standard	7%	*	7%	6%	*	*	-	11%	6%	2%	3%	6%	0%	7%	6%
Number of Tests															
At Approaches GL Standard or Above	720	*	685	19	*	*	-	9	513	46	50	27	0	612	108
At Meets GL Standard or Above	357	*	339	9	*	*	-	7	245	13	16	10	0	303	54
At Masters GL Standard	68	*	64	2	*	*	-	1	50	2	3	5	0	59	9
Total Tests	1,037	*	981	31	*	*	-	9	770	82	87	77	5	884	153
Participation															
% participation 2020-21	94%	*	94%	89%	-	*	-	*	95%	94%	95%	99%	*	95%	89%
% participation 2021-22	95%	*	95%	97%	*	*	-	100%	94%	99%	99%	97%	86%	97%	87%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	58%	-	58%	30%	*	*	-	*	52%	39%	43%	14%	*	57%	59%
At Meets GL Standard or Above	35%	-	35%	30%	*	*	-	*	29%	14%	17%	10%	*	33%	43%
At Masters GL Standard	2%	-	2%	0%	*	*	-	*	1%	0%	0%	7%	*	2%	2%
Number of Tests															
At Approaches GL Standard or Above	232	-	224	3	*	*	-	*	153	11	13	4	*	200	32
At Meets GL Standard or Above	139	-	133	3	*	*	-	*	84	4	5	3	*	116	23
At Masters GL Standard	8	-	7	0	*	*	-	*	3	0	0	2	*	7	1
Total Tests	402	-	383	10	*	*	-	*	292	28	30	29	*	348	54
Participation															
% participation 2020-21	96%	*	96%	94%	-	*	-	*	96%	95%	96%	100%	*	98%	88%
% participation 2021-22	96%	-	96%	100%	*	*	-	*	95%	100%	100%	100%	*	98%	89%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	74%	-	75%	57%	*	-	-	*	72%	78%	79%	54%	*	73%	74%
At Meets GL Standard or Above	30%	-	31%	29%	*	-	-	*	30%	22%	26%	8%	*	30%	31%
At Masters GL Standard	5%	-	5%	0%	*	-	-	*	5%	6%	5%	0%	*	4%	5%
Number of Tests															
At Approaches GL Standard or Above	161	-	155	4	*	-	-	*	114	14	15	7	*	132	29
At Meets GL Standard or Above	66	-	64	2	*	-	-	*	47	4	5	1	*	54	12
At Masters GL Standard	10	-	10	0	*	-	-	*	8	1	1	0	*	8	2

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Total Tests	219	-	208	7	*	-	-	*	159	18	19	13	*	180	39
Participation															
% participation 2020-21	76%	-	77%	50%	-	-	-	*	78%	88%	90%	91%	-	76%	76%
% participation 2021-22	91%	-	91%	100%	*	-	-	*	89%	100%	100%	93%	*	93%	85%
Science															
Percent of Tests															
At Approaches GL Standard or Above	73%	-	73%	75%	*	-	-	*	70%	60%	58%	40%	*	73%	74%
At Meets GL Standard or Above	22%	-	22%	0%	*	-	-	*	19%	12%	12%	10%	*	22%	21%
At Masters GL Standard	2%	-	2%	0%	*	-	-	*	1%	0%	0%	5%	*	2%	0%
Number of Tests															
At Approaches GL Standard or Above	187	-	175	6	*	-	-	*	134	15	15	8	*	158	29
At Meets GL Standard or Above	56	-	52	0	*	-	-	*	37	3	3	2	*	48	8
At Masters GL Standard	5	-	5	0	*	-	-	*	2	0	0	1	*	5	0
Total Tests	256	-	240	8	*	-	-	*	191	25	26	20	*	217	39
Participation															
% participation 2020-21	99%	-	99%	100%	-	*	-	*	99%	92%	95%	100%	-	99%	97%
% participation 2021-22	95%	-	94%	100%	*	-	-	*	93%	100%	100%	91%	*	97%	83%
Social Studies															
Percent of Tests															
At Approaches GL Standard or Above	88%	*	87%	100%	-	-	-	-	88%	55%	58%	53%	*	88%	86%
At Meets GL Standard or Above	60%	*	60%	67%	-	-	-	-	60%	18%	25%	27%	*	61%	52%
At Masters GL Standard	28%	*	28%	33%	-	-	-	-	29%	9%	17%	13%	*	28%	29%
Number of Tests															
At Approaches GL Standard or Above	140	*	131	**	-	-	-	-	112	6	7	8	*	122	18
At Meets GL Standard or Above	96	*	90	**	-	-	-	-	77	2	3	4	*	85	11
At Masters GL Standard	45	*	42	**	-	-	-	-	37	1	2	2	*	39	6
Total Tests	160	*	150	**	-	-	-	-	128	11	12	15	*	139	21
Participation															
% participation 2020-21	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	-	100%	100%
% participation 2021-22	98%	*	98%	86%	-	-	-	-	97%	92%	92%	100%	*	98%	96%

\- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.