

Carrizo Springs Independent School District

Carrizo Springs High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 16, 2021
Public Presentation Date: November 16, 2021

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.

Motto: "Kids are first at CSCISD"

Vision

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

Campus Vision Statement

CSSH 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

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. As of 2020-21 PEIMS Snapshot, CSHS serves the following ethnicities: White 6.0%, Hispanic 93.0%; 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%.

The following table indicates attendance rate data for CSHS:

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

*When Texas schools were ordered to close in March 2020, due to 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
Graduation Rate	88.6%	88.0 %	86.9%	91.9%	92.7%	93.8%
Dropout Rate	4.6%	2.5%	2.7%	2.7%	1.8%	0.8%

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 resources, 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 2020 rate the highest it has been in six years. The Dropout Rate has decreased to a rate less than 1% for the first time in six 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 (Prioritized): 100% of the sub-populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Progress monitoring and response to intervention need to be more specific to student need. Interventions must be timely and more prescriptive.

Problem Statement 2: 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 3 (Prioritized): CSHS has not leveraged diverse stake holders to review current SEL practices. **Root Cause:** Lack of proactive approach toward SE student needs.

Student Achievement

Student Achievement Summary

In 2021, districts and campuses receive a Not Rated: Declared State of Disaster label overall and in each domain. The STAAR Performance Report from TEA for CSHS is attached to this plan as an addendum. As a result of the learning disruptions caused by the COVID-19 pandemic, the number of students not meeting grade level increased from 2019 across all subject areas. As a subject area, mathematics (Algebra I) reflects the largest decline in proficiency across all subject areas.

The following chart shows the comparison from 2021 to 2019, the last year of STAAR testing.

Carrizo Springs High School

STAAR EOC Performance

	All Students 2019	All Students 2021	Variation
All Subjects			
At Approaches GL Standard or Above	73%	58%	-15%
At Meets GL Standard or Above	45%	32%	-13%
At Masters GL Standard	9%	8%	-1%
At Approaches GL Standard or Above	648	478	
At Meets GL Standard or Above	401	263	
At Masters GL Standard	82	54	
Total Tests	884	778	

ELAR (English I & II combined)

At Approaches GL Standard or Above	61%	54%	-7%
At Meets GL Standard or Above	39%	38%	-1%
At Masters GL Standard	3%	4%	+1%
At Approaches GL Standard or Above	265	170	
At Meets GL Standard or Above	167	118	
At Masters GL Standard	14	12	
Total Tests	431	314	

Mathematics (Algebra I)

At Approaches GL Standard or Above	74%	41%	-33%
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Carrizo Springs High School

At Meets GL Standard or Above	40%	15%	-25%
At Masters GL Standard	15%	1%	-14%

At Approaches GL Standard or Above	92	46	
At Meets GL Standard or Above	50	17	
At Masters GL Standard	18	1	
Total Tests	124	112	

Science (Biology)

At Approaches GL Standard or Above	87%	54%	-33%
At Meets GL Standard or Above	53%	15%	-38%
At Masters GL Standard	7%	3%	-4%

At Approaches GL Standard or Above	156	126	
At Meets GL Standard or Above	95	34	
At Masters GL Standard	12	6	
Total Tests	179	233	

Social Studies (U.S. History)

At Approaches GL Standard or Above	90%	81%	-9%
At Meets GL Standard or Above	59%	56%	-3%
At Masters GL Standard	25%	26%	+1%

At Approaches GL Standard or Above	135	136	
At Meets GL Standard or Above	89	94	
At Masters GL Standard	38	44	
Total Tests	150	167	

Student Achievement Strengths

In the summer 2021, CSHS provided accelerated face-to-face instruction for students who did not meet standards on STAAR EOC in the spring 2021. This intense remediation proved to be most successful for the Algebra I with 31 of 51 (61%) students passing and Biology with 50 of 78 students (64%) passing with at least a score of Approaches grade level. Additional passing rates were as follows; English I- 12 of 65 (19%); English II-17 of 44 (39%); and US History 20 of 35 (57%). These results further support the fact that students learning face-to-face with highly effective teachers perform much better than with remote learning.

Upon further review of the summer 2021 EOC data the following strengths can be noted:

- Algebra I- 100% of the ESL and McKinney-Vento students who tested passed
- Biology - 7 of 10 (70%) Special Education students who tested passed
- Biology - 4 of 6 (67%) ESL students who tested passed
- Biology- 100% of McKinney Vento students who tested passed
- English II- 3 of 4 (75%) Migrant students testing passed
- US History - 2 students who did not pass in the spring, scored Masters grade level in the summer

The data for summer 2021 is attached as an addendum to this plan.

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: CSHS STAAR EOC scores in spring 2021 were low in comparison to the last year of STAAR EOC data 2019 **Root Cause:** The majority of students (81%) for the 2020-2021 school year participated in remote asynchronous instruction instead of in-person instruction.

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.

Teachers overall feel respected as educators at CSHS; the majority of teachers responded to each question with a 4 on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

According to parent surveys, when asked how often do you feel welcomed at CSHS, 34.7 % stated a tremendous amount of the time and 40% stated quite a bit of time. 92.6% of students say they respect the cultural differences of other students, their families, and the CSHS staff. Parents stated that the most effective way to communicate information to them was through Remind and/or text messages (87.7%), with parent conferences and meetings close behind at (86.6%). An interesting conclusion was that 33% of parents surveyed stating Social Media was not an effective mode of communication.

COVID-19 has placed an emphasis on the need to provide Social Emotional Learning supports for students. Student survey results reveal that 48% believe that being provided support in dealing with stress is very important to them. Additionally, survey results indicate that 49% of students listed they worrying making and keeping friends and that they worry about death and dying as a result of COVID-19 pandemic.

Procedures are in place to promote safety; however, more practice needs to take place to decrease staff and student confusion. Based on an increase in attendance and positive responses on the school climate survey, the majority of students feel safe at CSHS. 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 level. Every campus has at least one officer; CSHS has two. 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.

Campus activities (pep-rallies, Red Ribbon Week presentations, iLit/Renaissance reading motivation campaign, 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 develop a College Cafe 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 given to complete their milestones for post secondary readiness. We will create a place where students can come in, complete a task and have a snack on the way out. We will provide college trips to students interested in attending particular colleges or who have applied to specific colleges already.

School Culture and Climate Strengths

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

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

The campus monitors all visitors with 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 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.

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

Teachers and staff being allowed to wear CSHS School spirit shirt on Fridays and appropriate jeans throughout the work week has improved staff morale.

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.

Our counseling department has developed a "Zen 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): Students have been significantly impacted by the COVID pandemic and faced losses in social and emotional areas. **Root Cause:** Students are struggling as a result of virtual instruction for six months and minimal social interactions for eight months in the 20-21 school year. In addition, students are coping with the emotions that came along with the pandemic and from losses experienced.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

An average teacher's salary at CSCISD was \$52,112, which is \$4,979 less than the state average.

CSSH has a total teacher staff enrollment of 43.4 FTE's, 34.9 % Hispanic, and 5.4% white. Teacher degrees held: 2% have no degree, 38.8% Bachelors, 2.1% Masters and no Doctorate. The average teacher experience is 13.4 years. For the 2019-20 school year - the total number of students per teacher was 14.4. The average class size is 18.5. Class size does vary between subjects depending on the number of teachers per subject.

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.

CSSH has both supplemental ELAR, Biology, 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. CSSH also funds a teacher at School of Choice to assist with drop-out recovery, which is also evaluated annually. CSSH 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.

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 2020-21 school year, CSHS addressed and improved instruction in science, technology, engineering, art, and mathematics (STEAM) by offering math (statistics), 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, Student Progress and Review Committee (SPARC) 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

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 6 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 Healthy Futures of Texas providing sex education teacher training and curriculum, 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, the All Students Math performance decreased from 80% in 2018 to 74% in 2019. 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.

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.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

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

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

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

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

CSSH 87% of parents agreed that Remind text messages were the way they would prefer to receive communications, and 86% of parents agreed that automated calls were the way they would prefer to receive communications from the school.

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

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

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

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

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

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

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

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

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

These were the top responses for each school.

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

2020-2021 CSHS Parent and Family Engagement Questions to Consider

1. Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?

We 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.

Parents work locally with the exception of the Border Patrol, Police officers, and Hair salons.

2. What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

All of the above. We hope that the majority of the students will go to college.

Based on the trend from the National Student Clearinghouse from 2012-2019 Carrizo Springs High School has an average of 59% of students attend college. Less than 1% of students join the military. 40% of students join the workforce/vocational trade.

3. What is the level of engagement and support for our schools? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?

Through the past 3 years the Parent and Family Engagement Program has increased in the level of engagement from parents. In the 2017-2018 school we had 154 parents/family members attend family engagement events. In 2018-2019 that number increased to 508 parents/ family members attending Parent and Family Engagement events and finally in 2019-2020 we had 510 parents and family members attend Family Engagement Events.

We have one private school located about 12 miles away from our district. At this time we do not feel that this school affects the majority of our public schools at Carrizo Springs CISD.

4. What does community crime data reveal? Is the community viewed as a safe place to live and raise children?

Currently, the Dimmit County area has little to no incidents dealing with crime. The area is considered to be 18% safer than other parts of the country. This is data from the Dimmit County Sheriff's department.

Is the community considered as a safe place? Yes.

5. Is there a prison or juvenile detention center nearby? Does this create needs for our students?

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. Throughout the 2019-2020 school year we had 27 students placed in DAEP, and 17 students placed in I.S.S.

6. What adult education courses/services are available?

Education Service Center Region 20 office, Middle Rio Grande Development Council

Texas AgriLife - Health and Nutrition classes; Department of Assistive Rehabilitative Services (DARS) - Eagle Pass; Anderson House - pregnancy and parenting classes; Baptist Health Service-Charlotte Slack

7. Are there universities and/or community colleges in our community? How do we interact with them?

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 13 seniors graduate from SWTJC with an Associates of Arts degree in May of 2020. Carrizo Springs High School has 139 students that are taking Dual Credit Class through SWTJC while also being a Carrizo Springs High School student.

8. How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings?

Parents can participate in a variety of ways:

- Attending Family Engagement Events at school
- Joining and communicating with teachers via Remind.
- Attending Report Card Pick-up nights
- Joining the CSHS Facebook page

Carrizo Springs High School had 13 seniors graduate from SWTJC with an Associates of Arts degree in May of 2020. Carrizo Springs High School has 139 students that are taking Dual Credit Class through SWTJC while also being a Carrizo Springs High School student.

9. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

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

CSHS 145 parents responded to the survey. 75.2% of the parents responded that they feel quite a bit or extremely welcomed. 2.8% of parents out of 145 stated that they do not feel welcomed.

10. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

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

145 responses

- 87% effective using Remind text messages
- 71% effective for flyers /letters, etc sent home with the student
- 85% effective for Messenger callouts
- 71% effective using the CSHS School social media Facebook page
- 76% effective is the CSCISD Resource page for Parent and Family Engagement

11. Are communications translated into languages other than English when needed?

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

12. Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do we know?

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. If the participation comes back low, we start asking parents from each subgroup to be part of the committee. Throughout the meeting, we are constantly asking for parent input and feedback. Parent participation is high. We take their participation as they feeling they are important in the decision making of the school.

Parent and Community Engagement Strengths

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

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

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement. **Root Cause:** Parent and Family Engagement events can not be offered in person like in previous years.

Problem Statement 2 (Prioritized): 100% of the campus sub-populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Lack of the campus and district's coordination to provide prescriptive interventions.

School Context and Organization

School Context and Organization Summary

Campus administrators have directed office staff to minimize interruptions 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 time in the Master Schedule. Tested area teachers have common planning periods; PLCs are held on a 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 was 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 last regular school year 2019-2020, we had 178 discipline referrals for the first semester and 39 counselor referrals, currently for 21-22 there has been a 10% increase in both discipline and counselor referrals.

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 50% of students at a “Met” standard for 2021-2022 school year. The target areas are in English I, English II, and Algebra I. Benchmark results will be used to monitor progress. The “50% by 2022” goal will be communicated by posting a tracking board in 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, weekly PLCs and leadership 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 department head/leadership committee and campus advisory team (CAT). Department heads, the CAT, district advisory team, parental involvement committee, 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. Teachers and students are given the opportunity to attend summer Technology boot camps. Due to COVID 19 - much of this training continues to be virtual through Zoom or Google Meet with ESC Region 20. Technology devices (through a survey) are lacking for student/teacher/campus and district admin are needed to be able to work from home. Students lacking WIFI for virtual instruction will need to be provided hot spots. Devices/printers/cameras will need to be provided for students and teachers to be successful.

Due to COVID-19 and the local executive order to close schools as per our local health authority and the CSCISD school board last school year 2020-2021, CSCISD implemented remote learning for all students in PK-12 grades. Electronic devices were identified for each campus in order to provide all students an opportunity to complete online assignments. Additionally wifi hotspots, hardware and software were purchased in order to allow campuses to transition to remote learning seamlessly. Each school identified needed interactive panels, webcams, hovercams and any other technology equipment or service needed to be able to record and upload the lessons for students to view at home. The Chromebooks provided to students last year were returned to the campus and 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, 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. Teachers will be required to have a Remind account for the 2020-21 school year.

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 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 COVID-19 and all schools being required to provide remote learning and online instruction in the event of a student quarantine, the campus has Chromebooks and wifi hotspots available for students to check out. Because many of the devices available to students are nearing their end of life and almost obsolete, the campus will need to replace Chromebooks with newer technology to effectively serve students.

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 to students in order to instruct all students through virtual and remote learning **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.

Problem Statement 3 (Prioritized): CSHS will need to provide enhanced technology devices to teachers in order to instruct all students through virtual and remote learning **Root Cause:** CSHS teachers do not have interactive panels and web cams needed to provide remote. virtual and blended instruction to students

Priority Problem Statements

Problem Statement 1: 100% of the sub-populations have not met the academic achievement for the meets level in closing the gaps.

Root Cause 1: Progress monitoring and response to intervention need to be more specific to student need. Interventions must be timely and more prescriptive.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus has not leveraged diverse stakeholders to review current Social Emotional Learning (SEL) practices.

Root Cause 2: Lack of proactive approach toward SEL student needs.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 5: Campus does not have 100% highly effective (HE) teaching staff.

Root Cause 5: 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 5 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 10: COVID-19 has caused all campuses to come up with various (virtual) methods of offering Parent and Family Engagement.

Root Cause 10: Parent and Family Engagement events can not be offered in person like in previous years.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 6: CSHS community access to 21st century digital tools is limited due to social economic factors.

Root Cause 6: CSHS lacks a program to measure teacher/student/parents skills on 21st learning.

Problem Statement 6 Areas: Technology

Problem Statement 11: Students have been significantly impacted by the COVID pandemic and faced losses in social and emotional areas.

Root Cause 11: Students are struggling as a result of virtual instruction for six months and minimal social interactions for eight months in the 20-21 school year. In addition, students are coping with the emotions that came along with the pandemic and from losses experienced.

Problem Statement 11 Areas: School Culture and Climate

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

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

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 8: CSHS will need to provide enhanced technology devices to students in order to instruct all students through virtual and remote learning

Root Cause 8: 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 8 Areas: Technology

Problem Statement 4: CSHS has not leveraged diverse stake holders to review current SEL practices.

Root Cause 4: Lack of proactive approach toward SE student needs.

Problem Statement 4 Areas: Demographics

Problem Statement 9: CSHS will need to provide enhanced technology devices to teachers in order to instruct all students through virtual and remote learning

Root Cause 9: CSHS teachers do not have interactive panels and web cams needed to provide remote, virtual and blended instruction to students

Problem Statement 9 Areas: Technology

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
- Postsecondary college, career or military-ready graduates
- 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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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

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

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: November 16, 2021

Goal 1: CSCISD by 2022, 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

Targeted or ESF High Priority

Evaluation Data Sources: CBAs, Benchmarks, PBMAS, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Identified freshmen will be enrolled in Creative Writing 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 Strategy's Expected Result/Impact: Progress checks August 2021 (check student enrollment) (when will the strategy be reviewed - based on the information) June 20, 2022 (Summative) Staff Responsible for Monitoring: English Teachers Counselors Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Demographics 1 Funding Sources: Travel (TASSP, TCEA) - Title I, Part A Allocations - \$2,600, Intervention teacher - State Compensatory Education - \$47,250, SCE Paraprofessional - State Compensatory Education - \$20,830	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: McKinney-Vento Campus Liaisons will monitor the attendance, grades and college readiness of identified students (TEXSHIP funds)</p> <p>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 2022</p> <p>Staff Responsible for Monitoring: Principal McKinney-Vento liaison (Counselors) Instructional Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Certificate (Liaison) - Title I, Part A Allocations - \$1,500, Travel (transportation) - Title I, Part A Allocations - \$1,500, Certificate (tutoring) - Title I, Part A Allocations - \$1,000, clothing, hygiene essentials and school supplies - Title I, Part A Allocations - \$1,200, Region 20 travel - Title I, Part A Allocations - \$600</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Instructional Officer Core Teachers SpEd Teacher CTE Teachers GT Teachers</p> <p>Title I Schoolwide Elements: 2.4, 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</p> <p>Problem Statements: Demographics 1 - Parent and Community Engagement 2</p> <p>Funding Sources: GT Co-Op (Books & Supplies) - Local - \$1,400, GT Training (travel) - Local - \$500, GT Personnel (certificate) - Local - \$1,000, CAST (travel) - LCFF - Base - \$2,000, M2 (M Squared) Alg. 1 Training (professional consulting services) - LCFF - Base - \$1,500, MV Liaison conference (certificate) - Title I, Part A Allocations - \$600, 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</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus administrator will increase leadership capacity by attending professional development conferences.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Instructional Officer</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salaries (certificate) - Title I, Part A Allocations - \$52,258, Teacher (certificate) - Title I, Part A Allocations - \$35,170, interventionist (certificate) - Title I, Part A Allocations - \$25,232, interactive panels (technology) - Title I, Part A Allocations - \$25,000, TCEA (travel) - Title I, Part A Allocations - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The LPAC will analyze data for ELL students and determine levels of proficiency and support in order to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: By August 2023, there will be at least one level of proficiency improvement among all ESL students on TELPAS.</p> <p>Staff Responsible for Monitoring: Assistant Principals ESL Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: LPAC Training (travel) - LCFF - Supplemental - \$300, Title III Symposium (travel) (Title III) - Bilingual Education - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of the students in Credit Recovery will gain credit for at least 75% of the classes provided.</p> <p>Staff Responsible for Monitoring: Para-professional Instructional Aide Principal Assistant Principals Instructional Officer Counselors Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salary - State Compensatory Education - \$36,137, Program (Books and Supplies) - State Compensatory Education - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Algebra I and Math Lab (2 class periods) are required for identified Freshmen.</p> <p>Strategy's Expected Result/Impact: By May 2023, 50% of identified Freshman students in Algebra I/ Math lab classes will achieve meets grade-level scores on STAAR EOC after the first administration</p> <p>Staff Responsible for Monitoring: Algebra I Teachers Counselors Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Lab Interventionist (certified teacher) - Title I, Part A Allocations - \$48,150</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Before and after school and Saturday tutorials for students who have not met standard in Algebra 1, English, English II, Biology and US History. This strategy will close the achievement gap for students.</p> <p>Strategy's Expected Result/Impact: Decrease of 15% the number of students requiring intervention in Biology and 5% in US History</p> <p>Staff Responsible for Monitoring: Biology and US History teachers Campus Administrators Instructional Officer</p> <p>Title I Schoolwide Elements: 2.4, 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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Jarrett Publishing (Books and Supplies) - Title I, Part A Allocations - \$1,500, Extended Day/Saturday Academies - Teachers - Title I, Part A Allocations - \$15,000, Salaries - Paras - Title I Part A: Allocation - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>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, which addresses closing the gap for the four-year graduation rate for all students, and subgroups Hispanic and economically disadvantaged.</p> <p>Strategy's Expected Result/Impact: By May 2023, 50% of the identified students will reach "Approaches" on the STAAR Exam</p> <p>Staff Responsible for Monitoring: DAEP Teachers DAEP Administrator HS Administrator Counselors Instructional Officers (as identified by campus administrator)</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Personnel (WLA Administrator, 2 Teachers) - State Compensatory Education - \$151,620, Texas Algebra 1 Coach (Books and Supplies) - State Compensatory Education - \$400, Countdown to the Algebra I EOC (Books and Supplies) - State Compensatory Education - \$800</p>	Formative			Summative
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Strategy 10 Details	Reviews			
<p>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. .</p> <p>Strategy's Expected Result/Impact: By May 2022, 85% of identified students will have recovered credits needed to be back on track with their graduation cohort.</p> <p>Staff Responsible for Monitoring: Principal Counselors Teachers HR Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salaries - Para's - ESSER III - \$10,000, Summer School Teachers - ESSER III - \$75,000, Materials (Books and supplies) - State Compensatory Education - \$3,000, Salaries - Teachers/Paras - Title I - \$65,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: New teachers will be assigned a mentor and attend the required training.</p> <p>Strategy's Expected Result/Impact: By June of 2022, 100% of new teachers will have mentors and will remain employed with CSCISD</p> <p>Staff Responsible for Monitoring: HR Director Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Mentor Teachers - Title I, Part A Allocations - \$6,000, Region 20 (professional coaching) - Title I, Part A Allocations</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Participate in ESC Region 20 Educational Resources Co-op</p> <p>Strategy's Expected Result/Impact: By May 2021, 85% of our teachers will utilize the various resources available through the ESC Reg. Educational Co-Op.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Region 20 Living Science through Educational Resources Co-Op - Local - \$1,300</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 13 Details	Reviews			
<p>Strategy 13: The campus will utilize instructional officers to provide coaching opportunities for classroom teachers</p> <p>Strategy's Expected Result/Impact: Content-based I.O. will be identified and utilized</p> <p>Staff Responsible for Monitoring: Principal Curriculum Director Federal Programs</p> <p>Title I Schoolwide Elements: 2.4, 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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salaries - Title I, Part A Allocations - \$203,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Instructional Officers, Campus and district administration will receive and attend professional development. The campus will utilize instructional officers to provide coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and addressing comprehensive needs assessment.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators IO</p> <p>Title I Schoolwide Elements: 2.4, 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 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Instructional Officer (certificate) - Title I, Part A Allocations - \$55,500, Region 20 Training - Title I, Part A Allocations</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15 Details	Reviews			
<p>Strategy 15: The CSHS Welding Program student participation will increase from the previous year</p> <p>Strategy's Expected Result/Impact: By May 2022, the Manufacturing (Welding) program will have 100% of students exiting with certifications</p> <p>Staff Responsible for Monitoring: Campus Administration CTE Department Head Welding Teacher</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: CTE Instructor - CTE (Local) - \$50,000, CTE Supplies - Carl Perkins CTE - \$5,000, CTE Supplies - CTE (Local) - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 16 Details	Reviews			
<p>Strategy 16: 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.</p> <p>Strategy's Expected Result/Impact: 75% of the core teachers will participate in the summer planning</p> <p>Staff Responsible for Monitoring: Federal Programs Principal Core Area Teachers</p> <p>Title I Schoolwide Elements: 2.4, 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</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salaries - Title I Part A: Allocation - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17 Details	Reviews			
<p>Strategy 17: 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.</p> <p>Strategy's Expected Result/Impact: 75% of the CTE teachers will participate in the summer planning to review CCMR student results and plan accordingly. CTE certifications will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal CTE Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>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, Director and Coordinator travel State CTE funds - LCFF - Supplemental - \$4,500, Extra Duty Pay - CTE (Local) - \$3,000, Director and Coordinator travel Federal Funding - Carl Perkins CTE - \$4,000, Substitutes- CTE State - LCFF - Supplemental - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 18 Details	Reviews			
<p>Strategy 18: High school campus will provide Credit Recovery sessions in all four core content areas during the Winter Break via remote learning for students at-risk of losing credit due to failing grades and/or attendance.</p> <p>Strategy's Expected Result/Impact: 100% of the students who log in will be assisted</p> <p>Staff Responsible for Monitoring: Campus administrator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title I Part A: Allocation - 211-11-6119-84-001-124-019 - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 19 Details	Reviews			
<p>Strategy 19: Instructional Officers will be provided professional development in coaching and resources. (TEKS Resource Conference, CAMT, CAST, TCEA)</p> <p>Strategy's Expected Result/Impact: Instructional Officer will attend designated conferences and provide training to 100% assigned staff.</p> <p>Staff Responsible for Monitoring: Campus Administration, Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Local - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Identified migrant students not meeting standards will be serviced with a tutor throughout the school year in core subject areas. Strategy will address closing the achievement gaps for identified students</p> <p>Strategy's Expected Result/Impact: Students being tutored will increase by 5% on STAAR by June 2022</p> <p>Staff Responsible for Monitoring: Principal Federal Programs Directors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Salary - Region 20 SSA - Migrant - \$22,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 21 Details	Reviews			
<p>Strategy 21: Identified at-risk students will be provided with interventions by identified teachers and para-professionals and provide professional development for teachers, para's and administrators. Strategy will address closing the achievement gaps for identified students</p> <p>Strategy's Expected Result/Impact: 75% of identified at-risk students will receive interventions by June of 2022</p> <p>Staff Responsible for Monitoring: Campus Administrators Federal Programs Director</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: salaries - para - State Compensatory Education - \$18,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:







Demographics
<p>Problem Statement 1: 100% of the sub-populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Progress monitoring and response to intervention need to be more specific to student need. Interventions must be timely and more prescriptive.</p>
Staff Quality, Recruitment, and Retention
<p>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.</p>
Curriculum, Instruction, and Assessment
<p>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).</p>
Parent and Community Engagement
<p>Problem Statement 2: 100% of the campus sub-populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the campus and district's coordination to provide prescriptive interventions.</p>

Goal 1: CSCISD by 2022, 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.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: CSHS will see a 25% increase in obtaining CTE industry certifications</p> <p>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</p> <p>Staff Responsible for Monitoring: HS Principal Counselors CTE Department Chair</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Travel, Supplies, Certification programs and tests, - Carl Perkins CTE - \$12,920</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students enrolled in CTE courses will have increased opportunity for industry-based certificates thereby providing improved workforce opportunities.</p> <p>Staff Responsible for Monitoring: HS Principal CTE Department Chair Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 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</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Certification - LCFE - Supplemental - \$10,000, Certification, supplies - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide students opportunities to attend local and regional college/career fairs</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal College Career Coordinator Counselors CTE Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal CTE Department Head</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Travel, meals - CTE (Local) - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: By May 2022, 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</p> <p>Staff Responsible for Monitoring: CCMR Coordinator Counselors Principal</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Supplies and materials - Local - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 2022, will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability

Performance Objective 1: 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.

Targeted or ESF High Priority

Evaluation Data Sources: Campus Budget, CIP Expenditures

Strategy 1 Details	Reviews			
Strategy 1: Substitutes for BOY, MOY and EOY Strategy's Expected Result/Impact: Utilize 100% of substitute pay for specific training and at-risk meetings Staff Responsible for Monitoring: Administrators Department Chairs Title I Schoolwide Elements: 2.4, 2.5, 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 1 Funding Sources: Substitutes - State Compensatory Education - \$2,000	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: An Internal Audit will be conducted to ensure compliance with financial processes. Strategy's Expected Result/Impact: 100% of the principals and secretaries will be highly trained in financial processes Staff Responsible for Monitoring: Principals Secretary Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: Professional/Coaching - Local - \$500	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: CSCISD will provide training for campus and department secretaries, teachers, directors, admin, and staff Strategy's Expected Result/Impact: Staff will be more effective and purposeful in their positions Staff Responsible for Monitoring: Department Directors Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 100% of the sub-populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Progress monitoring and response to intervention need to be more specific to student need. Interventions must be timely and more prescriptive.





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

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

Targeted or ESF High Priority

Evaluation Data Sources: Number of certified teachers on campus

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: By May of 2022, 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.</p> <p>Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CSHS will conduct home visits and monitor withdrawal leaver codes to recover non-returning students.</p> <p>Strategy's Expected Result/Impact: By May of 2022, CSHS will track, monitor and visit 100% of non-returning students in order to reduce dropout rates</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus Counselors PEIMS Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of Campus teachers (new first and second year) will be mentored through the comprehensive mentor program for new teachers</p> <p>Strategy's Expected Result/Impact: By May 2022, CSHS will have a 95% teacher retention rate. Decrease in turnover rate by 2%; retention rates will increase as per Equity Plan.</p> <p>Staff Responsible for Monitoring: Director of Human Resources, Campus administration Designated Mentor Instructional Officer</p> <p>Title I Schoolwide Elements: 2.4, 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 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Stipend - Title I Part A: Allocation - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CSHS will Increase the number of Teachers with more than one certification</p> <p>Strategy's Expected Result/Impact: By May 2022, campus will have a 30% increase in the number of teachers with more than one certification</p> <p>Staff Responsible for Monitoring: Director of Human Services</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus administrators will utilize a program to monitor teachers/staff on T-TESS walkthrough and observations</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of teachers/staff will be monitored and evaluated by utilizing Talent Ed/Perform program</p> <p>Staff Responsible for Monitoring: Campus administrators District directors HR</p> <p>Title I Schoolwide Elements: 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</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 100% of the sub-populations have not met the academic achievement for the meets level in closing the gaps. **Root Cause:** Progress monitoring and response to intervention need to be more specific to student need. Interventions must be timely and more prescriptive.

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 2022, 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.






Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Campus will establish anti-bullying platform for reporting purposes. Strategy's Expected Result/Impact: By May 2023, there will be 25% reduction in the number of discipline referrals Staff Responsible for Monitoring: Administrators Teachers Staff Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 3 Funding Sources: Student safety reporting program - Local - \$1,000, Stay Alert - Local - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Homeroom teachers, with the assistance of campus parent liaison and staff will communicate with parents to monitor student absences. 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 Schoolwide Elements: 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 1 Funding Sources: Parent Liaison (para-professional) - Title I, Part A Allocations - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: By 2023, all campuses will increase family engagement by 5%. Staff Responsible for Monitoring: Campus Administrators Campus Teachers CSCISD Federal Program Service Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Home/campus visits (travel) - Title I, Part A Allocations - \$500, para-professional - Title I, Part A Allocations - \$1,500, Books and Supplies - Title I, Part A Allocations - \$4,000, Books and Supplies - Title I, Part A Allocations - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: McKinney Vento Campus Liaisons will attend training to provide assistance to identified students</p> <p>Strategy's Expected Result/Impact: 100% of MCKinney Vento students will be serviced Staff Responsible for Monitoring: Counselor Instructional Officer CSCISD McKinney Vento Liaison</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: * transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds) (books and supplies) - Title I, Part A Allocations - \$2,500, * transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds) (travel) - Title I, Part A Allocations - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: By June 2023, CSCISD should see an 3% increase in parent participation each year</p> <p>Staff Responsible for Monitoring: CSCISD Federal Programs Service Coordinator</p> <p>Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: supplies (books and supplies) - Title I, Part A Allocations - \$100, book author (professional/consulting) - Title I, Part A Allocations - \$300, books (books and supplies) - Title I, Part A Allocations - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Parents will have be provided with open communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement .</p> <p>Strategy's Expected Result/Impact: By June 2023, 75% of the parents/families will be signed up and using the Remind messaging program</p> <p>Staff Responsible for Monitoring: Principals CSCISD Federal Programs Service Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Instructional supplies - Title I Part A: Parent Involvement - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: CSHS will provide students a "Zen Zone" room to providing a location for mindfulness activities in a safe, calm enviroment.</p> <p>Strategy's Expected Result/Impact: By May 2022 15% of students will show improvement in mental well-being which will result in fewer counselor referrals and crisis episodes</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Supplies and materials - Local - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: By May 2022, 15% of students addressed by the counselors will show improvement in mental health which will result in fewer counselor referrals and crisis episodes</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: - Local - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 100% of the sub-populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Progress monitoring and response to intervention need to be more specific to student need. Interventions must be timely and more prescriptive.</p>
<p>Problem Statement 3: CSHS has not leveraged diverse stake holders to review current SEL practices. Root Cause: Lack of proactive approach toward SE student needs.</p>
School Culture and Climate
<p>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.</p>
<p>Problem Statement 2: Students have been significantly impacted by the COVID pandemic and faced losses in social and emotional areas. Root Cause: Students are struggling as a result of virtual instruction for six months and minimal social interactions for eight months in the 20-21 school year. In addition, students are coping with the emotions that came along with the pandemic and from losses experienced.</p>
Parent and Community Engagement
<p>Problem Statement 2: 100% of the campus sub-populations have not met the academic achievement for the meets level in closing the gaps. Root Cause: Lack of the campus and district's coordination to provide prescriptive interventions.</p>

State Compensatory

Budget for Carrizo Springs High School

Total SCE Funds:

Total FTEs Funded by SCE: 8

Brief Description of SCE Services and/or Programs

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Personnel for Carrizo Springs High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
David Alonzo	School of Choice	1
Julio Bentancourt	DAEP	1
Krystal Zamora	ELAR Interventionist	1
OCENICEROS	PARA-DAEP	1
Raul Villanueva	Biology Lab (re-testers)	1
Rosalinda Orozo	At-Risk Para-professional	1
Ruben Escamilla	Credit Recovery Lab Para	1
ZCruz	DAEP Administrator	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
JCANTU	Instructional Officer	Title I	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	15	CTE Supplies		\$5,000.00
1	1	17	Certificates		\$6,500.00
1	1	17	supplies - AG, Health Sci/Tech 1 & 2, Culinary, ED and criminal justice		\$24,976.00
1	1	17	Travel - staff		\$2,900.00
1	1	17	Travel - administration Campus and District		\$2,100.00
1	1	17	Director and Coordinator travel Federal Funding		\$4,000.00
1	2	1	Travel, Supplies, Certification programs and tests,		\$12,920.00
Sub-Total					\$88,396.00
CTE (Local)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CTE Teacher materials and supplies		\$20,000.00
1	1	15	CTE Instructor		\$50,000.00
1	1	15	CTE Supplies		\$5,000.00
1	1	17	Supplies - AG, Health Sci/Tech 1 & 2, Culinary, ED and criminal justice		\$35,869.00
1	1	17	Travel/fees/dues/meals		\$10,410.00
1	1	17	Training - workshops		\$4,160.00
1	1	17	Travel - 36		\$23,000.00
1	1	17	Extra Duty Pay		\$3,000.00
1	2	4	Travel, meals		\$15,000.00
Sub-Total					\$166,439.00
LCFF - Base					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	CAST (travel)		\$2,000.00
1	1	3	M2 (M Squared) Alg. 1 Training (professional consulting services)		\$1,500.00
Sub-Total					\$3,500.00

LCFF - Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	LPAC Training (travel)		\$300.00
1	1	17	Director and Coordinator travel State CTE funds		\$4,500.00
1	1	17	Substitutes- CTE State		\$10,000.00
1	2	2	Certification		\$10,000.00
Sub-Total					\$24,800.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	21	salaries - para		\$18,000.00
Sub-Total					\$18,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Salaries - Teachers/Paras		\$65,000.00
Sub-Total					\$65,000.00
Title I Part A: Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Salaries - Paras		\$3,000.00
1	1	16	Salaries		\$5,000.00
1	1	18		211-11-6119-84-001-124-019	\$10,000.00
2	2	3	Stipend		\$6,000.00
Sub-Total					\$24,000.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Instructional supplies		\$500.00
Sub-Total					\$500.00
Title I, Part A Allocations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Travel (TASSP, TCEA)		\$2,600.00
1	1	2	Certificate (Liaison)		\$1,500.00
1	1	2	Travel (transportation)		\$1,500.00
1	1	2	Certificate (tutoring)		\$1,000.00

Title I, Part A Allocations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	clothing, hygiene essentials and school supplies		\$1,200.00
1	1	2	Region 20 travel		\$600.00
1	1	3	MV Liaison conference (certificate)		\$600.00
1	1	4	Salaries (certificate)		\$52,258.00
1	1	4	Teacher (certificate)		\$35,170.00
1	1	4	interventionist (certificate)		\$25,232.00
1	1	4	interactive panels (technology)		\$25,000.00
1	1	4	TCEA (travel)		\$2,000.00
1	1	7	Lab Interventionist (certified teacher)		\$48,150.00
1	1	8	Jarrett Publishing (Books and Supplies)		\$1,500.00
1	1	8	Extended Day/Saturday Academies - Teachers		\$15,000.00
1	1	11	Mentor Teachers		\$6,000.00
1	1	11	Region 20 (professional coaching)		\$0.00
1	1	13	Salaries		\$203,000.00
1	1	14	Instructional Officer (certificate)		\$55,500.00
1	1	14	Region 20 Training		\$0.00
3	1	2	Parent Liaison (para-professional)		\$15,000.00
3	1	3	Home/campus visits (travel)		\$500.00
3	1	3	para-professional		\$1,500.00
3	1	3	Books and Supplies		\$4,000.00
3	1	3	Books and Supplies		\$1,500.00
3	1	4	* transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds) (books and supplies)		\$2,500.00
3	1	4	* transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. *College fees *TSI test fees (TEXSHIP funds) (travel)		\$500.00
3	1	5	supplies (books and supplies)		\$100.00
3	1	5	book author (professional/consulting)		\$300.00
3	1	5	books (books and supplies)		\$500.00
Sub-Total					\$504,210.00

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention teacher		\$47,250.00
1	1	1	SCE Paraprofessional		\$20,830.00
1	1	6	Salary		\$36,137.00
1	1	6	Program (Books and Supples)		\$5,000.00
1	1	9	Personnel (WLA Administrator, 2 Teachers)		\$151,620.00
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	Materials (Books and supplies)		\$3,000.00
2	1	1	Substitutes		\$2,000.00
Sub-Total					\$267,037.00
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	1	12	Region 20 Living Science through Educational Resources Co-Op		\$1,300.00
1	1	19			\$500.00
1	2	3			\$1,000.00
1	2	5	Supplies and materials		\$1,500.00
2	1	2	Professional/Coaching		\$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					\$14,700.00

Region 20 SSA - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20	Salary		\$22,500.00
Sub-Total					\$22,500.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Salaries - Para's		\$10,000.00
1	1	10	Summer School Teachers		\$75,000.00
Sub-Total					\$85,000.00
Grand Total					\$1,284,582.00

Addendums

Texas Education Agency
2021 STAAR Performance
CARRIZO SPRINGS H S (064903001) - CARRIZO SPRINGS CISD

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	58%	*	56%	80%	-	*	-	*	54%	28%	38%	17%	*	59%	52%
At Meets GL Standard or Above	32%	*	30%	65%	-	*	-	*	27%	8%	17%	8%	*	32%	31%
At Masters GL Standard	8%	*	7%	18%	-	*	-	*	6%	3%	4%	2%	*	8%	7%
Number of Tests															
At Approaches GL Standard or Above	478	*	438	32	-	*	-	*	382	11	20	11	*	418	60
At Meets GL Standard or Above	263	*	233	26	-	*	-	*	189	3	9	5	*	227	36
At Masters GL Standard	63	*	54	7	-	*	-	*	43	1	2	1	*	55	8
Total Tests	826	*	778	40	-	*	-	*	701	39	53	65	*	710	116
Participation															
% participation 2018-19	98%	-	98%	93%	-	*	-	-	98%	100%	100%	100%	100%	99%	94%
% participation 2020-21	94%	*	94%	89%	-	*	-	*	95%	94%	95%	99%	*	95%	89%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	54%	*	52%	81%	-	*	-	*	51%	29%	40%	15%	*	54%	52%
At Meets GL Standard or Above	38%	*	36%	69%	-	*	-	*	34%	14%	25%	7%	*	39%	30%
At Masters GL Standard	4%	*	3%	13%	-	*	-	*	4%	0%	0%	4%	*	4%	2%
Number of Tests															
At Approaches GL Standard or Above	170	*	152	13	-	*	-	*	137	4	8	4	*	146	24
At Meets GL Standard or Above	118	*	105	11	-	*	-	*	90	2	5	2	*	104	14
At Masters GL Standard	12	*	9	2	-	*	-	*	10	0	0	1	*	11	1
Total Tests	314	*	293	16	-	*	-	*	268	14	20	27	*	268	46
Participation															
% participation 2018-19	98%	-	99%	90%	-	-	-	-	98%	100%	100%	100%	*	99%	94%
% participation 2020-21	96%	*	96%	94%	-	*	-	*	96%	95%	96%	100%	*	98%	88%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	41%	-	40%	*	-	-	-	-	35%	29%	22%	22%	-	44%	29%
At Meets GL Standard or Above	15%	-	15%	*	-	-	-	-	8%	0%	0%	11%	-	18%	5%
At Masters GL Standard	1%	-	1%	*	-	-	-	-	1%	0%	0%	0%	-	1%	0%
Number of Tests															
At Approaches GL Standard or Above	46	-	**	*	-	-	-	-	33	2	2	2	-	40	6
At Meets GL Standard or Above	17	-	**	*	-	-	-	-	8	0	0	1	-	16	1
At Masters GL Standard	1	-	**	*	-	-	-	-	1	0	0	0	-	1	0

Texas Education Agency
2021 STAAR Performance
CARRIZO SPRINGS H S (064903001) - CARRIZO SPRINGS CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Total Tests	112	-	**	*	-	-	-	-	95	7	9	9	-	91	21	
Participation																
% participation 2018-19	97%	-	98%	86%	-	-	-	-	97%	100%	100%	100%	-	99%	90%	
% participation 2020-21	76%	-	77%	50%	-	-	-	*	78%	88%	90%	91%	-	76%	76%	
Writing																
Percent of Tests																
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number of Tests																
At Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
At Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Participation																
% participation 2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% participation 2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Science																
Percent of Tests																
At Approaches GL Standard or Above	54%	-	54%	60%	-	*	-	*	54%	25%	44%	11%	-	55%	50%	
At Meets GL Standard or Above	15%	-	13%	60%	-	*	-	*	14%	0%	17%	5%	-	14%	21%	
At Masters GL Standard	3%	-	3%	0%	-	*	-	*	3%	0%	6%	0%	-	3%	0%	
Number of Tests																
At Approaches GL Standard or Above	126	-	121	3	-	*	-	*	115	3	8	2	-	112	14	
At Meets GL Standard or Above	34	-	30	3	-	*	-	*	31	0	3	1	-	28	6	
At Masters GL Standard	6	-	6	0	-	*	-	*	6	0	1	0	-	6	0	
Total Tests	233	-	226	5	-	*	-	*	214	12	18	19	-	205	28	
Participation																
% participation 2018-19	98%	-	98%	100%	-	-	-	-	98%	100%	100%	100%	*	99%	95%	
% participation 2020-21	99%	-	99%	100%	-	*	-	*	99%	92%	95%	100%	-	99%	97%	
Social Studies																
Percent of Tests																
At Approaches GL Standard or Above	81%	-	81%	87%	-	*	-	-	78%	33%	33%	30%	-	82%	76%	
At Meets GL Standard or Above	56%	-	54%	73%	-	*	-	-	48%	17%	17%	10%	-	54%	71%	
At Masters GL Standard	26%	-	25%	33%	-	*	-	-	21%	17%	17%	0%	-	25%	33%	
Number of Tests																
At Approaches GL Standard or Above	136	-	122	**	-	*	-	-	97	2	2	3	-	120	16	

Texas Education Agency
2021 STAAR Performance
CARRIZO SPRINGS H S (064903001) - CARRIZO SPRINGS CISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
At Meets GL Standard or Above	94	-	82	**	-	*	-	-	60	1	1	1	-	79	15
At Masters GL Standard	44	-	38	**	-	*	-	-	26	1	1	0	-	37	7
Total Tests	167	-	151	**	-	*	-	-	124	6	6	10	-	146	21
Participation															
% participation 2018-19	98%	-	98%	100%	-	*	-	-	98%	100%	100%	100%	*	98%	96%
% participation 2020-21	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	-	100%	100%

- 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.