

Carrizo Springs Independent School District

Carrizo Springs Junior High

2022-2023 Campus Improvement Plan

Accountability Rating: B



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

Mission Statement

Carrizo Springs Junior High School

Motto: Believe you can, and you will.

CSCISD Mission Statement:

"CSCISD, with families and community, will develop accountable, successful 21st century members of society."

Vision

CSCISD Vision Statement

"Inspiring lifelong learners."

Value Statement

CSCISD Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CAMPUS NEEDS ASSESSMENT OVERVIEW:

5/16-17/2022-Departments (math, reading, science, social studies, electives) completed CNA on student achievement using benchmark data

5/16/2022-CAT budget meeting for 2022-23 with superintendent and secretary, finance director, curriculum director, campus secretary; reviewed staff coding, pay rates, number of staff, line by line evaluation/review of local funds used and budgeted for 22-23 school year

6/29/2022-June CAT meeting to review 21-22 goals, performance objectives, and strategies; voted to keep or discontinue strategies based on successes; data used: STAAR scores, usage reports from online programs

9/16/2022-Committee Meeting to review 2022-23 CIP and update as needed; reviewed and updated demographics, student achievement, school culture and climate, technology, school context and organization, parent and community engagement, staff quality, recruitment, and retention, and curriculum, instruction, and asesment; reviewed and updated all goals, performance objectives, and strategies; data used: TAPR, STAAR scores, counselor survey, district-student safety survey

9/19/2022-September meeting to approve 2022-2023 CIP, Parent Compact; committee reviewed demographics, student achievement, school culture and climate, technology, school context and organization, parent and community engagement, staff quality, recruitment, and retention, and curriculum, instruction, and asesment; reviewed all goals, performance objectives, and strategies; reviewed parent compact and set dates for Parent Engagement Activities for the 22-23 school year; data used: TAPR, STAAR scores, counselor survey, district-student safety survey

Demographics

Demographics Summary

TSDS PEIMS Student Data Report Fall Submission 2021-22

CSJH student count: 300

Ethnicity: Black: .67% Hispanic: 94% White: 4.67% 2 or more: .67% Migrant: 3% Eco Dis: 29.67% Eligible Free/Reduced: 45% Bilingual: 5% ESL: 1.67% GT: 7.67% Foster Care: .33% Special Education: 13.33% At Risk: 75.33% McKinney Vento: 10%

Dyslexia: 12%

Inflation Rate increased to 9.5% across the country.

2021-22 TAPR

22.1 Teachers

1.3 Professional Support

2 Campus Administration

5 Paraprofessionals

1 Counselor

88% of teachers hold Bachelors degrees, 8.7% hold Masters degrees

Teaching experience:

6.7% are beginning teachers, 30.4% have 1-5 years, 22.6% have 6-10 years, 35.8% have 11-20 years, and 4.5% have more than 30 years

See CNA Addendum CSCISD Junior High CNA Data Worksheet

Demographics Strengths

Upon review of the data, several findings noted as strengths are: 88% of teachers hold Bachelors degrees, 8.7% hold Masters degrees. Total number of students is about 300. CSJH has 2 grade levels: 7th and 8th grade.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 75.33% of the CSJH student population is identified as at risk. **Root Cause:** CSJH has a high at risk population mostly due to not passing at least one STAAR assessment.

Student Achievement

Student Achievement Summary

Math:

- The Math department utilizes recursive review through our GPS warm-ups, quizzes, and activities throughout the year. GPS provides additional support and opportunity for learning through mini-lessons for SpEd/504. GPS also helps GT students reach a new level of mastery. We begin the year with a basic skills intervention unit and utilize review activities to solidify learning in preparation for STAAR. We also embed within each lesson intensive vocabulary instruction and support to enhance comprehension. 504 and SpEd students receive their accommodations, including oral administration and in-class support to meet their individual learning needs. Extension activities as well as PAP classes support our GT students.
- Having students in class, face-to-face, has been our greatest advantage during the 2021-22 school year. Combining paper-pencil with computer-based activities has helped motivate students as well as hold them accountable for their learning. Recognizing Students of the Six-Weeks and other rewards helped with motivation. Benchmark 1 :7th Grade 7% meets. 8th Grade 2% Meets. Benchmark 2: 7th Grade 11% Meets; 8th Grade 10% Meets
- Time management has been an issue as students tended to work more slowly than normal due to a deficiency in basic arithmetic skills and habits learned through remote instruction during the pandemic. As a department, we adjusted our calendar and modified our lessons to help ensure that we taught all TEKS, however in doing so, we feel that we lost some much needed practice time.
- Viable solutions that strengthen students' skills as a replacement to Freckle Math such as Learning Farm and Get More Math. Freckle math has several formatting errors, incorrect answers and when reported we did not receive any technical support. Some 8th grade students did not return their calculator after several attempts to contact parents. Those calculators need to be replaced. Special Education students in 7th grade do not have access to the same model of calculators in the Resource classroom as they do in the gen ed classroom. Calculators were ordered during the fall of the 2021-2022 school year but were never in stock.

Social Studies:

- History teachers follow 504 Plans and IEP's and provide students with necessary accommodations and modifications. GT/Advanced students are challenged to utilize their talents and interests through high level discussions, applying modern solutions to historical conflicts and crisis, and in depth study of specific content. Lowman is a resource used to teach all students regardless of sub pop. History teachers scaffold questions to build up to grade-level questions and Higher Order Thinking Skills.
- The History Department utilizes Lowman Warm-Ups, Lessons, Assignments, Unit Tests, "Pick 4 Essays", Exit Passes, STAAR Blitz, and Lowman Essentials Workbook. Lowman allows teachers to deliver structured lessons that include the daily use of vertically aligned vocabulary, primary sources, secondary sources, excerpts, charts, maps, quotes, political cartoons, and STAAR released questions.
- Benchmark 1: 12.99% Meets; Benchmark 2: 14.94% Meets.

Instructional strategies/changes that need some improvement: Timing has got to be one of our priorities, but dealing with students and their reluctance to participate. Most students are simply sitting and waiting for further instruction: students are waiting for answers as if it still were a Zoom course. Student's critical thinking skills are lacking: For example, for Chemistry Cluster: Even though we model how to use the Periodic Table to their advantage, students simply do not. They rarely show work and are becoming used to pressing buttons on an online test versus working it out on paper first, even though we practice using games such as Last Man Standing, etc.. All three of our online curriculum programs (Scientific Minds, Study Island, and EdGenuity) needed higher completion by students, but our attendance was much to blame for low completion/participation. This year, it was difficult to keep up with so many absences, especially, additional duty of adding work for Covid-related absences without having a designated teacher for those students, but still requiring that they do the SAME work as those in class. A more fluid curriculum may assist the Science Department with the lack of textbook resources that are up to date with Stream-lined TEKS, such as Kesler Science, which we had asked for since he has 5E with focus on Explore/Explain/Elaborate, using Student-Centered activities. Kesler Science offers the greatest variety of instructional activities for students to engage in, versus our current curriculum McGraw Hill that is more unengaging and predictable and works for students that are at and beyond grade level, but students can't relate, especially with non-rigorous lab investigations.

Viable solutions that strengthen students' skills that can be incorporated within Science classes:

- Analyzing images through game play or question writing
- Using a more up-to-date curriculum, as our textbook attempt to improve student reading and offer differentiated and/or modified assignments was not successful. The reading levels in McGraw Hill's iScience are not easy to follow for our students.
- Offering Modified/Differentiated Curriculum such as Kesler Science allows students to receive instruction in chunks that are both visually appealing and rigorous. We attempted to secure Kesler Science last year, based on 20-21 CNA and data.
- Offering Professional Development to Science Teachers in our department, not only to ensure adequate hours are met, but more so to ensure that we are teaching content correctly within each TEKS Cluster. As we unwillingly transitioned to a more digital world, having these resources available benefits ALL students directly: 5E lessons, with Bell Ringers and Warm-ups, Escape Room Bundles, Review Games, Inquiry Labs, Reading Comprehension, WIKI Tickets Formative Assessments, that all entice students to complete their work. This curriculum is always being updated and expanded upon, which is way more than we can say about our current curriculum, which we were not even able to secure our digital copies for students as membership was not included with our initial subscription. Kesler Science even has Live Monthly PD with renowned Science Professor Steve Spangler.
- Lab Supplies' funding continues to be a must, in order to meet the 40% of instructional time, according to Texas TEKS. Student interest is always more engaged when they do any type of lab, whether dry or wet, hands-on or virtual. Kesler Science offers many virtual labs, but also requires supplies for his laboratory and field investigations.

Instructional Strategies that Need Improvement:

- Some of ELAR's differentiated lessons worked better with smaller classes (ex: Gallery Walks, Four Corners, etc.) and were more difficult to execute with bigger classes. Due to the amount of students who needed to be up and walking around at one time, it was trickier finding the room for groups to do their work.
- Being able to provide immediate feedback to the bigger classes was also a challenge simply due to the lack of time. ELAR teachers needed to be able to continue moving on with lessons without taking up too much time trying to provide more individualized feedback.

Viable Solutions:

- Each grade level can connect with the previous grade level's ELAR teachers in order to go over data and inquire what were the strengths/weaknesses of each grade level moving up to 7th and 8th grade. Lessons can be better tailored to address the weaknesses (and strengths) of those particular students in order to help bridge gaps.
- Perhaps ELAR teachers can briefly meet during the summers to begin preparing lessons for the upcoming school year, as well as go over the data for the incoming students.

Life Skills:

- The students begin the year with a BOY, MOY, and EOY Star Reading tests in order to help decipher what skills students are lacking. Based on what the data indicates, we are able to better tailor our lesson plans to include various types of differentiated activities to help address the needs of all of our students and focuses on increasing the students' capabilities and short term goals to decrease the current learning gap. We use Lalilo online program for ELAR; math manipulatives, math applications on the IPAD to differentiate the student reading/math level for each student. Furthermore, differentiated activities used during Functional classes include: flexible, small grouping; hands-on activities; teacher-modeled activities; oral administration of assessment and a reduce answer choices on assessment.
- Incorporating technology within the classroom has made a tremendous impact on how the students used technology. Furthermore, bell ringers and journals that focus on previous taught materials have given students the capability to have a constant review of material. This provided Life Skills teacher opportunities to review, reteach, and spiral back to any skills the students struggled with.
- Small group instruction needs to be more independent than collaborative to be able to allow the students to present their growth in skills. Furthermore, an appropriate hands-

on independent curriculum would be beneficial to have in order to ensure all TEKS are being covered. Having a hands-on independent curriculum will help the life skill students be more confident in their abilities in the real world setting.

- In previous years, special education classes had a small teacher-student ratio so progress among our students was noted. In current Life Skills, a paraprofessional was included in the setting due to increase of students in the classroom. This allowed us to continue to have a small student-teacher ratio so growth among students in areas such as but not limited to reading with comprehension, phonological awareness among the non-readers, math calculation, problem solving, retention of material and independence. Furthermore, allowing special education teachers and paraprofessionals summer planning so they could develop/plan lessons, review IEPs, and prepare for upcoming documentation needs to better support our students.

Electives:

Spanish/Emerging Spanish:

- Support for each student population: Having a different method of presentation each time, small-groups, large groups, demonstrations, and lectures. Students are given choices of activities in learning the content. Having high expectations for ALL students. The use of flexible grouping during instruction/independent practice. Making accommodations available for students who require them and providing enrichment for those at-risk (Extended Day).
- Some of the instructional strategies used this year that have worked well are: The use of games such as Loteria/Bingo to learn vocabulary words in Spanish. After reviewing/playing on Thursdays, the students obtained higher grades on their vocabulary quizzes on Fridays. The use of student movement – gallery walks, walking around to complete assignments etc. Summary day- gives the student the ability to look back at everything learned and everything that he or she is still confused about before taking a test. Student Centered lessons – interactive lessons using as much technology as possible. In the classroom we use: PowerPoint, Google Slides, Google Classroom, Google Docs, Google Maps, Google Forms, YouTube, E-mail, Canvas, Google Translate, etc. Each student has a notebook with 5 tabs: Bell Ringers - at the beginning of class the students have 3 minutes to write down their answer to the daily question. Classwork – here the students complete work throughout the lesson. Vocabulario – Every Monday the students write down relevant vocabulary words in Spanish. Notes – Here the students write notes as needed. Writing – the students write their weekly summaries about what they learned in this session of their notebook.
- Some of the instructional strategies that I have done in my classroom that still need some improvement are: providing clear learning feedback, and behavioral management. Some of my students were constantly getting in trouble and they would miss a big part of the lesson.
- Lessons include connections to core subjects such as – History (history of Spanish speaking countries), Math (currency lesson), and English (Writing summaries and answering essay questions).

Touch Systems/Business Forms:

- The CTE Dept. supports the sub pops by making the curriculum relevant to students' lives and needs, following 504 Plans and IEPs, and providing the necessary modifications and accommodations. It sometimes takes time to get to know each student before knowing exactly what will work. I use students' strengths to promote high self-esteem as this will motivate them. I communicate high expectations for students' performance and explain why it is important. I encourage and facilitate school involvement and extracurricular activities as it helps students maintain passing grades and interest in school attendance.
- The strategies that I used were to get to know my students and develop respect. Use appropriate summative assessment by using a pre-assessment before learning skills and a post assessment after learned skills. I taught vocabulary, used effective questioning techniques, required plenty of practice, differentiation, reinforcing effort, providing recognition, taught thinking skills and problem-solving techniques, modeling and scaffolding when needed.
- This year, I was able to provide Extended Day for CTE students for half a year. This allowed for more one to one assistance. I have two different typing programs to use depending on the needs of the students. I included software that was useful to the students in the business world. The students learned to use Microsoft Word applications, Google applications which include; Google Docs, G-Mail, Google Drive and Google Classroom.
- Students first learned the Computer Basics, Part of a Computer, History of Computers, Surfing Safety, Computer Lab Rules, Cyber Safety, Online Behavior, Internet Tips, Use

of Storage Devices, etc. Students worked on proper techniques at the keyboard, by practicing, learning and demonstrating correct keyboarding and touch system techniques, correct posture and positions, and the proper care and operation of equipment. Students correctly explained these techniques and skills as they participated in classroom discussions and activities. Students learned and applied technical skills that addressed the business applications of emerging technologies. Students enhanced their reading, writing, computations, communications and reasoning skills as they are applied to the business environment. Students worked on speed and accuracy. Students were given opportunities in timed and untimed tests. Students were tested on learning the keyboard characters. Students then applied touch system data entry skills for the production of business documents.

- Students learned to format, examine, discuss and compose a variety of business documents. They composed business documents that showed mastery of basic grammar, punctuation, capitalization, and sentence structure. Students learned to proofread their documents individually and with teacher for proper voice, tense and providing constructive feedback for revisions in a professional and effective manner.
- Students composed and formatted individually by providing examples of printed material to use to examine and discuss. Students followed directions and asked appropriate questions.
- Students learned to communicate effectively by using oral and written skills. Students learned how to relate to social ramifications of computer applications to privacy values and ethics. They learned to enhance overall office productivity by responsible use of computer systems.

PE:

- We differentiate our instruction for all students. We provide visuals, hands-on activities and modify activities for student success to build confidence and the ability to complete general task.
- By focusing on protocol and procedures with various teaching approaches it allowed the students to have a very good school year. We provided individual instruction that transitioned to group instruction which resulted in peer to peer instruction. Student to student teaching is a goal of the class.
- An area of improvement for our class would be visual reminders of classroom expectations and standards. These will guide the students to implement those guidelines in the classroom setting.
- Social and motor skills were lacking due to the COVID school year. The lack of social interaction resulted in a poor behavior routine that needed attention. When returning to the normal school setting students motor skills lacked due to the abnormal year of physical education. Providing these students with appropriate modeling of expected behavior and standards will provide the students the opportunity to regain their day to day social skills. While also providing a physical education class that gives the students the opportunity to develop the lacking motor skills with various activities.

Student Achievement Strengths

Math:

- The Math department utilizes recursive review through our GPS warm-ups, quizzes, and activities throughout the year. GPS provides additional support and opportunity for learning through mini-lessons for SpEd/504. GPS also helps GT students reach a new level of mastery. We begin the year with a basic skills intervention unit and utilize review activities to solidify learning in preparation for STAAR. We also embed within each lesson intensive vocabulary instruction and support to enhance comprehension. 504 and SpEd students receive their accommodations, including oral administration and in-class support to meet their individual learning needs. Extension activities as well as PAP classes support our GT students.
- Having students in class, face-to-face, has been our greatest advantage during the 2021-22 school year. Combining paper-pencil with computer-based activities has helped motivate students as well as hold them accountable for their learning. Recognizing Students of the Six-Weeks and other rewards helped with motivation. Benchmark 1 :7th Grade 7% meets. 8th Grade 2% Meets. Benchmark 2: 7th Grade 11% Meets; 8th Grade 10% Meets

Social Studies:

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- The History Department utilizes Lowman Warm-Ups, Lessons, Assignments, Unit Tests, "Pick 4 Essays", Exit Passes, STAAR Blitz, and Lowman Essentials Workbook. Lowman allows teachers to deliver structured lessons that include the daily use of vertically aligned vocabulary, primary sources, secondary sources, excerpts, charts, maps, quotes, political cartoons, and STAAR released questions.
- Benchmark 1: 12.99% Meets; Benchmark 2: 14.94% Meets.
- Following Benchmarks 1 and 2, the History Department revised the scope and sequence to meet the needs of the students as determined by the data. The History Department also held Extended Day for 15 weeks to provide STAAR intervention. As well through Lowman, the teacher was able to consistently spiral in TEKS to achieve content mastery. Improvements can be made to the Extended Day program to attract more student participation/ involvement through short and long-term incentives.
- Following Benchmarks 1 and 2, the History Department revised the scope and sequence to meet the needs of the students as determined by the data. The History Department also held Extended Day for 15 weeks to provide STAAR intervention. As well through Lowman, the teacher was able to consistently spiral in TEKS to achieve content mastery. Improvements can be made to the Extended Day program to attract more student participation/ involvement through short and long-term incentives.
- 7th Grade lessons will support 8th Grade content through vertically aligned vocabulary, developing good test-taking strategies and skills, as well as basic social studies skills such as reading and interpreting information from maps, graphs, charts, excerpts, graphic organizers, etc. 8th Grade will then be able to focus on mastering the content and reinforcing skills learned. The history department will also need to purchase yearly Lowman updates. These updates will be necessary when TEKS are changed or revised by TEA. Small class sizes will be needed to aid in closing the learning gap caused by Covid-19. History teachers will have more time to provide one to one instruction and implement necessary interventions. Finally, the department will seek professional development opportunities throughout the year.

Science:

Overall Percentages for 2021-2022 SY, BM#1 vs #2:

- Appr GL: 37% to 50%
- Meets GL: 3% to 22% (Close to what it was pre-pandemic!!)*
- Masters GL: 1% to 8%

Science instruction supports each sub pop by following SpEd 504 IEPs. Student Modifications & Accommodations are met, as needed, based on each student's individual needs.

Instructional strategies/changes done in classroom: direct teach vs student-led instruction, whether through discussion, discovery labs, or grouping. These strategies support our SubPops by allowing mixed-ability grouping, small-group instruction, as teacher may have time to work with students that needed additional help. In addition, students received various methods of instruction, ranging from hands-on approaches to textbook (attempt to improve reading skills), all while seeking critical thinking, however, most students simply waited for the teacher to continue when given time.

As for SubPops @ Meets:

- LEP: One (1) student consistently passed both Benchmark #1&2, however, overall the % took a slight dip (11% to 10%) second time around, as a 10th student that was absent showed up for BM#2.
- SpEd students did not show mastery at all, except for one student that reached the Approaches GL on BM#2
- Other SubPop Information not accessible from Data: GT, Migrant, At-Risk via spreadsheets from Eduphoria

Instructional strategies/changes that worked well: reviewed STAAR Qs, aligned during PLCs for scope and sequence, as well as timing, incorporated the use of technology as a transition from a full paper-less year when possible and to keep students engaged. We also offered a variety of labs, not just hands-on and in person but also virtually as to ascertain all students received instruction during these Covid-related absences. Recursive review TEKS was drawn from CBA / BM/ Exit / Formative Assessment Results, as needed, using a variety of live worksheets, STAAR-Released Qs through Lead4ward, as well as STAAR-rigor and used to start most lessons via Warm-up or Mini-Review. As technology times have arrived, the use of online programs such as Scientific Minds, Study Island, and EdGenuity allowed for students to complete lessons using models within lesson and content review. Scientific Minds had the greatest completion, but all in all, students did complete work online if they wanted to: Student buy-in was higher, completion-wise, but many needed additional attempts/time for longer assignments such as EdGenuity.

ELAR

ELAR supports each Subpopulation on our campus doing the following:

- The students begin the year with a BOY, MOY, and EOY Star Reading tests in order to help decipher what tiers they land in. (The ELAR teachers also look at data via AWARE from the previous school years.) Based on what the data indicates, we are able to better tailor our lesson plans to include various types of differentiated activities to help address the needs of all of our students. Our reading students also took the STAR Reading test each six weeks to help track progress.
- Some students also took the Texas Middle School Fluency Assessment to help track their fluency.
- Differentiated activities used during our ELAR time include: flexible grouping; secondary language support, if needed, provided by our Bilingual certified ELAR teachers; Freckle Adaptive/Targeted lessons; teacher-modeled activities; oral administration of assessments, as needed, for our 504/SPED students; extension activities during novel studies for GT students.

Activities that worked well for ELAR:

- Our students were able to do daily bell ringers and journals that focused both on grammar, as well as reflection pieces on previously taught lessons. This provided ELAR teachers with ample opportunities to review, reteach, and spiral back to any skills the students struggled with.
- ELAR teachers taught differentiated lessons via the following activities: Gallery Walks, Jigsaw Reading, Novel Studies, Task Cards, Four Corners, etc. (These lessons were able to address the needs of all types of learners and help maintained the interests of the students.)
- The Google Classroom was also a tool ELAR teachers utilized to help provide both lessons and immediate feedback to all students. (This was a very helpful tool to use for Remote Learners, as well.)
- Our HMH text provided an online tool where students were able to read the stories in the book, as well as take assessments, via their Chromebooks. This became useful when ELAR teachers were guiding students through the annotation process, etc. Students were also able to access the stories we read from home. This worked well, again, for our Remote Learners

Life Skills:

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back to any skills the students struggled with.

Electives:

Spanish/Emerging Spanish:

- Support for each student population: Having a different method of presentation each time, small-groups, large groups, demonstrations, and lectures. Students are given choices of activities in learning the content. Having high expectations for ALL students. The use of flexible grouping during instruction/independent practice. Making accommodations available for students who require them and providing enrichment for those at-risk (Extended Day).
- Some of the instructional strategies used this year that have worked well are: The use of games such as Loteria/Bingo to learn vocabulary words in Spanish. After reviewing/playing on Thursdays, the students obtained higher grades on their vocabulary quizzes on Fridays. The use of student movement – gallery walks, walking around to complete assignments etc. Summary day- gives the student the ability to look back at everything learned and everything that he or she is still confused about before taking a test. Student Centered lessons – interactive lessons using as much technology as possible. In the classroom we use: PowerPoint, Google Slides, Google Classroom, Google Docs, Google Maps, Google Forms, YouTube, E-mail, Canvas, Google Translate, etc. Each student has a notebook with 5 tabs: Bell Ringers - at the beginning of class the students have 3 minutes to write down their answer to the daily question. Classwork – here the students complete work throughout the lesson. Vocabulario – Every Monday the students write down relevant vocabulary words in Spanish. Notes – Here the students write notes as needed. Writing – the students write their weekly summaries about what they learned in this session of their notebook.
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Touch Systems/Business Forms:

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- Students first learned the Computer Basics, Part of a Computer, History of Computers, Surfing Safety, Computer Lab Rules, Cyber Safety, Online Behavior, Internet Tips, Use of Storage Devices, etc. Students worked on proper techniques at the keyboard, by practicing, learning and demonstrating correct keyboarding and touch system techniques, correct posture and positions, and the proper care and operation of equipment. Students correctly explained these techniques and skills as they participated in classroom discussions and activities. Students learned and applied technical skills that addressed the business applications of emerging technologies. Students enhanced their reading, writing, computations, communications and reasoning skills as they are applied to the business environment. Students worked on speed and accuracy. Students were given opportunities in timed and untimed tests. Students were tested on learning the keyboard characters. Students then applied touch system data entry skills for the production of business documents.
- Students learned to format, examine, discuss and compose a variety of business documents. They composed business documents that showed mastery of basic grammar, punctuation, capitalization, and sentence structure. Students learned to proofread their documents individually and with teacher for proper voice, tense and providing constructive feedback for revisions in a professional and effective manner.
- Students composed and formatted individually by providing examples of printed material to use to examine and discuss. Students followed directions and asked appropriate questions.
- Students learned to communicate effectively by using oral and written skills. Students learned how to relate to social ramifications of computer applications to privacy values and ethics. They learned to enhance overall office productivity by responsible use of computer systems.

PE:

- We differentiate our instruction for all students. We provide visuals, hands-on activities and modify activities for student success to build confidence and the ability to complete general task.
- By focusing on protocol and procedures with various teaching approaches it allowed the students to have a very good school year. We provided individual instruction that transitioned to group instruction which resulted in peer to peer instruction. Student to student teaching is a goal of the class.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR results are not at district expectation of 90% approaches, 60% meets, and 30% masters grade level. **Root Cause:** JH continues to see a gap in the fundamental math skills of students.

Problem Statement 2 (Prioritized): Students are coming in well below grade level and are not able to meet standards within one year time frame. **Root Cause:** There is little to no motivation or incentives that promote learning.

Problem Statement 3 (Prioritized): Not enough campus staff willing to stay and help with events **Root Cause:** No incentives for staff for working after hours.

School Culture and Climate

School Culture and Climate Summary

Safety is a priority as CSJH. Safety drills are held monthly or as required. Safety training is provided throughout the year. Feedback is given and received after safety drills.

Staff appreciate the recognition and encourage the observation of Teachers, Nurse's, Counselor's, Custodian's, Law Enforcement and Administrators appreciation day or week.

Collaboration among teachers - PLC planning

Common Planning Time Daily

School Safety Survey (Student responses)

77% agreed that the school has clear rules and consequences

77% agreed that the teachers treat students with respect

60% agreed that students treat each other with respect

75% agree that students have the opportunity to talk with a teacher one-on-one

58% agree that students are often bullied at school

63% of students say bullying occurs at school

78% of students say they are well supported by teachers, counselor, and administrators

79% of students say they sometimes stay home because they do not feel safe at school

74% of students feel they belong at this school

School Counselor Student Needs Survey

44.3% of students say they need help being more organized

47.9% say they need help managing their time better

58.6% say they need help to improve their study skills

42.9% say they need help with reducing test anxiety

57.9% say they need help in improving test taking skills

53.6% need help in planning their options after high school

51.4% need help understanding graduation requirements

55.7% need help understanding their best career option

School Counselor Counseling Program Parent Survey

72.4% of parents' overall impression of the school counseling program is average to excellent

Parents feel the 4 most important topics for personal and social development of students are:

- Stress and/or anxiety management (70.2%)
- Bullying (72.3%)
- Positive self-esteem (74.5%)
- Healthy friendships (51.1%)

Parents feel the 2 most important topics for academic development of students are:

- Time management and organization skills (48.9%)
- Academic motivation (46.8%)

Parents feel the 3 most important topics for college and career readiness of students are:

- Behaviors such as paying attention, completing assignments, persisting in difficult tasks, and thinking before acting (80.9%)
- Knowledge of and exposure to potential career options (61.7%)
- Monitoring performance and progress (42.6%)

Areas of need include:

Safety drills were not conducted on a regular basis during the 2021-22 school year.

Staff school culture and climate surveys were not administered during the 2021-22 school year.

Student survey results were not shared with the campus.

Building concerns include bat smells, mold, ceiling and floor leaks through certain areas of the building.

School Culture and Climate Strengths

School Safety Survey (Student responses)

77% agreed that the school has clear rules and consequences

77% agreed that the teachers treat students with respect

75% agree that students have the opportunity to talk with a teacher one-on-one

78% of students say they are well supported by teachers, counselor, and administrators

79% of students say they sometimes stay home because they do not feel safe at school

74% of students feel they belong at this school

School Counselor Student Needs Survey

78.6% know who their counselor is

67.9% know how to get a hold of her

72.9% feel comfortable going to see the counselor

School Counselor Counseling Program Parent Survey

72.4% of parents' overall impression of the school counseling program is average to excellent

Problem Statements Identifying School Culture and Climate Needs

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

Problem Statement 2: Safety drills (fire, shelter in place, lockdown, etc.) were not conducted on a regular basis during the 2021-22 school year. **Root Cause:** Drill schedule not created or followed.

Problem Statement 3: Staff school culture and climate surveys were not administered during the 2021-22 school year. **Root Cause:** District personnel did not provide surveys to

staff nor provide student survey results to campus admin.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following data was reviewed in relation to Teacher Quality:

2020 State Accountability Report and TAPR CNAs.

Total staff is 50 which includes 2 Administrators, 1 Counselor, 23 Teachers, 9 paraprofessionals, 1 officer, 4 custodians, and 7 food service professionals. Beginning teachers: 24.6%, 1-5 years experience: 17.1%, 6-10 years experience: 21.4%, 11-20 years of experience 29.6%, 20+ years of experience: 7.2%. Many professional development opportunities are provided to staff. Teachers are provided with training on technology, behavior management and instructional strategies.

See CNA Addendum CSCISD Junior High CNA Data Worksheet

Staff Quality, Recruitment, and Retention Strengths

90% of the CSJH teachers are highly qualified. The core content teachers are experienced teachers with 5 or more years of experience.

CSCISD Mentor program services 2 teacher (2nd year) and 1 teacher (1st year).

Staff Recognition during Teachers Appreciation, Nurses Day, Etc.

Collaboration among teachers - PLC planning

District provided retention stipends of \$2,000 (for returning employees that qualified) and \$4,000 stipend to all staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The following data was reviewed in relation to Academic Performance:

2019 State Accountability Report, 2019-20 Texas Academic Performance Report, CNA Documents, STAAR/EOC Reports, TELPAS, CBAs, Formative Assessments, Computer Software Results, TalenED analysis of walkthroughs

CSCISD has a districtwide curriculum of TEKS Resource System.

Renaissance math is not aligned to TEXAS TEKS: BOY, MOY, EOY not correlating to STAAR data.

STAAR Redesign requires IO and teacher training and time for teachers to practice with students on a regular basis. Aware training is needed for IOs and teachers to create questions that follow STAAR redesign format.

Talent Ed data reveals that the lowest observed dimension in TTESS Walkthroughs for the 2021-2022 school year was integrates learning with other disciplines (5%) and utilizes input from students in order to monitor and adjust instruction and activities (12%) thereby indicating a need for effective instructional coaching. (See CIP addendums for data report).

Vertical alignment meetings are not planned and scheduled.

Additional classes are offered at JH that will allow students to gain high school credit: JROTC, PE 1, Art 1, Touch Systems, Algebra 1 and Spanish.

Most decisions are made at the district level and directed to campuses. Input from campuses administrators and teachers is not always given. CAT/DAT committees are utilized as an advisory role but most of their recommendations are not considered.

To promote literacy, the campus will reinstate and revamp the Millionaire Club.

See CNA Addendum CSCISD Junior High CNA Data Worksheet, page 4

Curriculum, Instruction, and Assessment Strengths

CSCISD has a districtwide curriculum of TEKS Resource System.

The District Professional Development has provided many opportunities on GRR, COLOSO, TRS and Google.

The following curriculum and programs are utilized by each department:

Math department uses Go Math and Math GPS.

Science department uses **Study Island**, Scientific Minds

Social Studies department **Study Island**, Lowman Education

ELAR department: HMH textbook and online resources

SPED department: iXL, Reading A to Z, N2Y Unique

Common assessments are from TRS

STAR 360 Renaissance math and reading instruction are used for BOY, MOY, and EOY screeners

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Problem Statement 2 (Prioritized): Students are coming in well below grade level and are not able to meet standards within one year time frame. **Root Cause:** There is little to no motivation or incentives that promote learning.

Problem Statement 3 (Prioritized): STAAR results are not at district expectation of 90% approaches, 60% meets, and 30% masters grade level. **Root Cause:** JH continues to see a gap in the fundamental math skills of students.

Parent and Community Engagement

Parent and Community Engagement Summary

2021-2022 Parent, Family, and Community Engagement Summary

Formative, Summative, and Diagnostic

C SJH had a goal of 611 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 20-21 school year. They had a total of 664 parents attend parent and family engagement events for the 20-21 school year. They met their 10% increase goal.

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

C SJH 18 parents responded to the survey. 78.8% of the parents responded that they feel quite a bit or extremely welcomed. 11.1% of parents out of 18 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.

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

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

District holds partnership with local entities.

- HEB
- Wal-Mart
- City of Carrizo
- County of Dimmit
- Oil and Gas
- Border Patrol

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 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 CSJH Facebook page

Participation rates for Family Engagement are measured by the number of parents that come to the school and sign-in that they attended a Parent and Family Engagement Event.

- 92% effective using Remind text messages
- 73% effective for flyers /letters, etc sent home with the student
- 87% effective for Messenger callouts
- 85% effective is the CSCISD Resource page for Parent and Family Engagement

Each campus has a Campus Advisory Team 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

Areas of focus from Parent-School Compact:

Math

7th Grade: Reporting Category 2-Computations and Algebraic Relationships. CSJH will increase from 43% to 50% in the 2022-23 school year.

8th Grade: Reporting Category 2-Computations and Algebraic Relationships. CSJH will increase from 46% to 53%in the 2022-23 school year.

Science:

8th Grade: Reporting Category 2-the student will demonstrate an understanding of force, motion and energy and their relationships. CSJH will increase from 51% to 58% in the 2022-23 school year.

History:

8th Grade: Reporting Category 3-Government and Citizenship (student will demonstrate the role of government and the civic process on historical issues and events. CSJH will increase from 49% to 56%.

ELAR:

7th Grade: Reporting Category 2-Understanding and Analysis of Literary Texts (the student will demonstrate an ability to understand and analyze literary texts. CSJH will increase from 57% to 63%.

8th Grade: Reporting Category 3-Understanding and Analysis of Informational Texts (the student will demonstrate an ability to understand and analyze informational texts. CSJH will increase from 61% to 68%.

Parent and Community Engagement Strengths

District has a district wide translation program.

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.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): CSJH is not able to reach all parents through Remind. **Root Cause:** Parents are not updating their contact information when phone numbers or addresses change or block communication from school.

Problem Statement 2 (Prioritized): Not enough campus staff willing to stay and help with events **Root Cause:** No incentives for staff for working after hours.

Problem Statement 3 (Prioritized): Parents are not participating in family engagement activities. **Root Cause:** Campuses need to offer a variety of activities for Parent and Family Engagement (not only what is required by state and federal guidelines).

School Context and Organization

School Context and Organization Summary

CSJH Leadership Team includes principal, assistant principal, counselor, and content area department heads. Instructional time is maximized for learning by ensuring bell to bell instruction. Teachers provide input in master schedule to ensure common planning periods and student ratios are met. Weekly walk-throughs are conducted and appropriate feedback is given.

Currently, campus has an extensive safety operating plan in place which includes safety drills in addition to the district required.

Free Remind app limits the number of characters and number of participants.

See CNA Addendum CSCISD Junior High CNA Data Worksheet

School Context and Organization Strengths

Instructional time is protected at CSJH and the master schedule is utilized so that every class section is utilized to best serve the needs of students. Class times are not interrupted. School wide procedures have been implemented to minimize the interruptions. Core area teachers have common planning periods and PLCs are held once a week. Before and after school tutorials and extended day are offered to students. Summer school is offered for accelerated instruction.

Carrizo Springs Junior High School offers students the opportunity to participate in extended day, tutoring, student clubs and organizations and other JH extra-curricular activities such as Student Council, Wildcat Honor Society, Band, Cheer, Dance Team, and Fellowship of Christian Athletes (FCA).

ISS rules and procedures have been revamped.

CIP is reviewed periodically throughout the year by the Campus Advisory Team.

Department heads, campus advisory team, district advisory team, attendance committee, and Student Council are all examples of formal leadership at CSJH. Informal leadership is evident through a strong teacher-leadership culture.

A transition trip is scheduled for incoming and outgoing students. Grade 6 students are invited to tour the junior high campus and outgoing grade 8 students attend an 8th grade expo at the high school.

PLCs and JH administration team meetings focus on academic improvement. Discussions on academic improvements and student achievement are held with a sense of urgency.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Communication is blocked by parents or they are not reachable. **Root Cause:** Parents are not updating contact information or providing enough emergency contacts.

Technology

Technology Summary

CSJH has at least 24 interactive panels. Most classrooms have an interactive panel and a COW of chromebooks. CSJH has 20 Elmos and Hovercams for the teachers. All teachers have a laptop.

CSJH has implemented a lot of documentation or initiatives through google drive. CSJH uses remind and social media for parent and student communication. Each student at CSJH will have access to a chromebook as well as a calculator for all Grade 8 students.

CSJH Touch systems data entry course provides students with a high school credit and local articulation college credit opportunities. TSDE is a recommended prerequisite class for all advance computer courses in the CSHS CTE program.

Students will need mice and classroom sets of headphones for daily use and as practice for online STAAR tests.

SPED teachers do not have chromebooks or COWs for their classrooms.

Technology Strengths

District has a revolving allocation for new technology, which will provide laptops for teachers.

Campus has 3 computer labs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Student calculators are outdated, not in working condition, or were not turned in at the end of last year. **Root Cause:** Student calculators are allowed to be used for 8th grade in state administrations but funds have not been allotted.

Priority Problem Statements

Problem Statement 3: 75.33% of the CSJH student population is identified as at risk.

Root Cause 3: CSJH has a high at risk population mostly due to not passing at least one STAAR assessment.

Problem Statement 3 Areas: Demographics

Problem Statement 1: STAAR results are not at district expectation of 90% approaches, 60% meets, and 30% masters grade level.

Root Cause 1: JH continues to see a gap in the fundamental math skills of students.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 4: The district 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: School Culture and Climate

Problem Statement 7: Scores are low which results in a low accountability rating.

Root Cause 7: There is not enough professional support in the areas of planning, instruction, and classroom management.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: CSJH is not able to reach all parents through Remind.

Root Cause 5: Parents are not updating their contact information when phone numbers or addresses change or block communication from school.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Not enough campus staff willing to stay and help with events

Root Cause 6: No incentives for staff for working after hours.

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

Problem Statement 2: Students are coming in well below grade level and are not able to meet standards within one year time frame.

Root Cause 2: There is little to no motivation or incentives that promote learning.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment

Problem Statement 8: Parents are not participating in family engagement activities.

Root Cause 8: Campuses need to offer a variety of activities for Parent and Family Engagement (not only what is required by state and federal guidelines).

Problem Statement 8 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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 current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Performance Objective: By May 2023 all campuses will develop district wide vertically aligned ELAR & math curricula.
Target: CSCISD will develop a systematic approach to deliver ELAR TEKS across campuses, with an emphasis on all sub-populations.

High Priority

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

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Recruit, support, retain teachers and principals

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize Instructional Officers to provide classroom coaching opportunities, content area support which includes but not limited to modeling exemplar lessons, lesson planning, classroom management, GRR, and TRS training for teaching staff members.</p> <p>Strategy's Expected Result/Impact: By June 2023, collaboration forms will show that 100% of identified teachers will receive support in Domain 1, 2 or 3 from the instructional officer to increase their instructional capacity, and will be reviewed by CAT team.</p> <p>Staff Responsible for Monitoring: Campus Administrator Director of Curriculum, Instruction, and Assessment Director of Federal Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2, 3</p> <p>Funding Sources: IO travel - Title I Part A Allocation - \$3,123</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Summer Leadership training for instructional officers along with campus and district administrative teams.</p> <p>Strategy's Expected Result/Impact: By July 2023, 100% of identified administrative staff and instructional officers will complete summer leadership training by reviewing evaluation sign-in sheet and agendas.</p> <p>Staff Responsible for Monitoring: - Superintendent - Directors</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2, 3</p> <p>Funding Sources: Travel - summit leadership - Title I Part A Allocation - \$4,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Instructional Officers and teachers will be provided professional development in coaching and resources.</p> <p>Strategy's Expected Result/Impact: By June 2023, Campus IO will provide training to 100% of campus staff. Evaluation, sign-in sheets and agenda will be provided as data and certificates will be given to staff attending the training.</p> <p>Staff Responsible for Monitoring: Campus Administration, Federal Programs Director</p> <p>Title I: 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 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 3</p> <p>Funding Sources: Travel (TEKS Resource Conference, CAMT, CAST, TCEA, TCEA Educ. Coaching Conf.,ESC20) - Title I - \$10,000, IO Salary - Title I - \$26,064</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: At least one campus admin team member will attend TASSP -Yearly conference for secondary principals, TASSA, Texas Assessment Conference, and Legal Digest. Federal/SCE Programs, Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close gaps. District and campus administration will utilize programs designated to assist in analyzing data - root cause analysis and comprehensive needs assessment. Strategy will address closing the achievement gaps for identified students. Campus committees will meet to review data and needs assessment.</p> <p>Strategy's Expected Result/Impact: At least one member of the campus admin will attend annual professional development to obtain legal updates for educator compliance and technology training to improve leadership skills. By June of 2023, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership. 100% of campuses and district will complete CIP/DIP by October 2022. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring.</p> <p>Staff Responsible for Monitoring: - Campus Administrator - Director of Federal Programs</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: Travel - Title I Part A Allocation - \$3,000, Travel-Texas Assessment Conference - Title I - \$1,139</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide ESC 20 training to designated staff to address the needs of: Bil/LEP, GT, and SpEd in core content GT SS PBL Teachers will attend Project Based Learning training.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% designated staff will be trained so they can address the needs of campus subgroups and will provide certificates and evaluation.</p> <p>Staff Responsible for Monitoring: - Director of Curriculum and Instruction - Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Science & Social Studies Travel - LCFF - Base - \$500, Registration fees Region 20 Cohort fees - LCFF - Base - \$500, GT Travel - LCFF - Supplemental - \$700</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Designated campus teachers will attend yearly PD/conferences.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of designated teachers will attend yearly PD/Conferences to gain/improve content instruction. Information will be shared with departments via PLCs, agenda, sign-in sheet and certificate will be provided.</p> <p>Staff Responsible for Monitoring: - Campus admin</p> <p>Title I: 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 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2, 3</p> <p>Funding Sources: Travel - LCFF - Base - \$10,000, Teacher travel - Title I Part A Allocation - \$3,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Identified students, including sub-populations, will attend student tutorials/extended day every week to close the achievement gap.</p> <p>Strategy's Expected Result/Impact: By June 2023, teachers will work with identified students on a weekly basis through the extended day program or tutorials. Extended day program will use a pre/post assessment and review/narrative will be used to determine effectiveness</p> <p>Staff Responsible for Monitoring: - Director of Federal Programs - Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: 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: Certificated Personnel Salaries (paras) - State Compensatory Education - \$2,500, Certificated Personnel Salaries - Title I - \$10,000, Transportation (estimate) - State Compensatory Education</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Identified teachers will receive Sheltered Instruction Observation Protocol (SIOP) Training</p> <p>Strategy's Expected Result/Impact: By June 2023, identified teachers will be trained on SIOP strategies and will provide certificate and evaluation.</p> <p>Staff Responsible for Monitoring: - Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Campus personnel will attend the McKinney Vento required trainings and conferences as per TEXSHEP requirement</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of identified students will receive services. IO and campus will review google document. Services will be determined based on student need and funding (grades/attendance/personal items.) Designated MV Liaison will share MV presentation - sign-in sheet.</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Travel - Title I - \$3,000, Books and Supplies - Title I - \$2,000, Uniforms/hygiene products/emergency food - ARP Homeless Grant II - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Core content teachers will utilize software and supplemental classroom resources to assist 7th and 8th grade students who are struggling in preparation for the benchmarks, CBAs and STAAR</p> <p>Strategy's Expected Result/Impact: By June 2023, students' reading level will increase by 1 grade level as evidenced by usage reports for students, CBA and Benchmark results.</p> <p>Staff Responsible for Monitoring: Core Content Teachers - ELAR Teachers and Lab para-professional. Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Software License - Scientific Minds - LCFF - Base - \$2,500, Software License - Living Science - LCFF - Base - \$2,000, Supplemental Supplies - Classroom Resources - Title I Part A Allocation - \$2,000, Math Salaries - Personnel - Title I Part A Allocation - \$33,629, Salaries - para - State Compensatory Education - \$26,016</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Foster Care Liaison will be appointed to service students in the foster care program and attend training to assist identified students</p> <p>Strategy's Expected Result/Impact: By June 2023, Foster Care Liaison and counselor will service students in the foster care .</p> <p>Staff Responsible for Monitoring: Campus Administrator Federal Programs Service Coordinator Director Of Federal Programs</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Travel - Title I - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Provide summer planning for teachers to prepare curriculum and assessments for effective delivery of instruction including sub-pops.</p> <p>Strategy's Expected Result/Impact: By the end of summer, teachers will participate in summer planning and will provide sign-in sheets, minutes, narrative and agendas.</p> <p>Staff Responsible for Monitoring: Fed. Programs, Principal, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Professional/Consulting Services And Operating Expenditures - Title I - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Administer Texas Middle School Fluency Assessment as per HB 2237 Section 6 to identified 7th grade students.</p> <p>Strategy's Expected Result/Impact: By October 2022, 100% of identified students will be tested with TMSFA. Results will be presented at board meeting.</p> <p>Staff Responsible for Monitoring: Principal ELAR teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Summer School will be provided to students who did not pass a STAAR assessment, failed 2 or more subjects, or did not meet attendance requirements.</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% students who fail any STAAR test, did not meet attendance requirements, or failed two or more content areas will be identified and required to attend summer school. Pre/Post Assessment, Summer STAAR Results, Summer School Narrative. Summer School Grade Reports.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Books And Supplies - State Compensatory Education - \$3,000, Certificated Personnel Salaries - Title I Part A Allocation - \$80,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 15 Details	Reviews			
<p>Strategy 15: Implement strategies to facilitate effective transitions from 6th grade to CSJH.</p> <p>Strategy's Expected Result/Impact: By June 2023, CSJH will host at least 2 events to facilitate the transition to our campus through a campus visit, pre-registration, and introduction to extracurricular activities and electives.</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16 Details	Reviews			
<p>Strategy 16: Mentoring program for to build capacity for new teachers to the education field. First and second year teachers to the district will be part of the comprehensive mentor program through Region 20.</p> <p>Strategy's Expected Result/Impact: By June 2023, there will be a decrease in turnover rate by 2%, BOY/MOY/EOY survey will be reviewed and HR will share results from the survey. By May of 2023, 100% of First and Second-year teachers (3) will be part of the teacher comprehensive mentor program documented through sign-in sheets and AESOP, along with BOY/MOY and EOY surveys to evaluate the program.</p> <p>Staff Responsible for Monitoring: Human Resources Director, Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Mentors Stipend - Title I Part A Allocation - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 17 Details	Reviews			
<p>Strategy 17: Campus administration will utilize a program software to assist them to monitor teachers/staff on T-TESS walk-through and observations</p> <p>Strategy's Expected Result/Impact: By June 2023, 100% of campus administration will have documented TTESS BOY goals, walkthroughs, observations, etc. on Talent Ed./Perform program. HR will share data for Talent ED.</p> <p>Staff Responsible for Monitoring: Campus Administrator HR Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Talent Ed - Title I Part A Allocation - \$2,425</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 18 Details	Reviews			
<p>Strategy 18: Campus will provide additional assistance (instructional supplies) to 7th and 8th grade students for all classes in preparation for the school year.</p> <p>Strategy's Expected Result/Impact: 100% of students will receive instructional supplies upon their 1st day of school, data to document this is student or classroom signatures of received supplies..</p> <p>Staff Responsible for Monitoring: Campus Admin</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supplies - Title I - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 19 Details	Reviews			
<p>Strategy 19: Core content teachers will utilize supplemental classroom resources to assist all 7th and 8th grade students to close the learning gaps as evident through benchmarks, CBAs and state administrations.</p> <p>Strategy's Expected Result/Impact: CBA and Benchmark results. By June 2023, students math and history scores will increase by 5%</p> <p>Staff Responsible for Monitoring: Core Content Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Consumables, Curriculum (Math GPS and Lowman Consulting) - Title V - \$14,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 20 Details	Reviews			
<p>Strategy 20: Campus will strive to place struggling students (not passing STAAR previous year) with highly effective teachers and providing professional development for those teachers.</p> <p>Strategy's Expected Result/Impact: By June 2023, STAAR results for these students will have increased by 5%.</p> <p>Staff Responsible for Monitoring: ~Principal ~ Federal Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Professional/Consulting Services and Operating Expenditures - LCFF - Base - \$3,000, Title 1 Teacher Salaries - Title I - \$43,124, Paraprofessional Salary - State Compensatory Education - \$26,245</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 21 Details	Reviews			
<p>Strategy 21: Campus administration will show appreciation to increase staff morale through various ongoing activities (meals, incentives, etc.)</p> <p>Strategy's Expected Result/Impact: By June 2023 or the end of year staff survey, there will be an increase in the percentage of staff who feel they are treated well and respected as educational professionals.</p> <p>Staff Responsible for Monitoring: Principal Director of Student Services</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 3 - Parent and Community Engagement 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 22 Details	Reviews			
<p>Strategy 22: Provide tier 2 and tier 3 students with reading and math intervention and acceleration using Renaissance Learning Suite.</p> <p>Strategy's Expected Result/Impact: By June 2023, students' BOY and EOY formal assessment data will show at least one year's growth in math and reading</p> <p>Staff Responsible for Monitoring: SPED Director Curriculum and Instruction Director Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - ESSER III - \$167,000</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 1 Problem Statements:

Demographics
<p>Problem Statement 1: 75.33% of the CSJH student population is identified as at risk. Root Cause: CSJH has a high at risk population mostly due to not passing at least one STAAR assessment.</p>

Student Achievement

Problem Statement 1: STAAR results are not at district expectation of 90% approaches, 60% meets, and 30% masters grade level. **Root Cause:** JH continues to see a gap in the fundamental math skills of students.

Problem Statement 2: Students are coming in well below grade level and are not able to meet standards within one year time frame. **Root Cause:** There is little to no motivation or incentives that promote learning.

Problem Statement 3: Not enough campus staff willing to stay and help with events **Root Cause:** No incentives for staff for working after hours.

School Culture and Climate

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

Curriculum, Instruction, and Assessment

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

Problem Statement 2: Students are coming in well below grade level and are not able to meet standards within one year time frame. **Root Cause:** There is little to no motivation or incentives that promote learning.

Problem Statement 3: STAAR results are not at district expectation of 90% approaches, 60% meets, and 30% masters grade level. **Root Cause:** JH continues to see a gap in the fundamental math skills of students.

Parent and Community Engagement

Problem Statement 2: Not enough campus staff willing to stay and help with events **Root Cause:** No incentives for staff for working after hours.

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

Performance Objective 1: CSCISD will sustain financial stability through timely submission of all financial reports, unmodified audits, and establish internal controls.

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

Performance Objective 2: All state, federal, and grant funds will be strategically managed to meet the instructional needs of all students and special populations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued use of programs to assist in meeting federal guidelines and CIPs.</p> <p>Strategy's Expected Result/Impact: On a monthly basis, campus admin will continue to use of Title 1 Crates for federal compliance purposes, missing reports will be shared with campus administration.</p> <p>Staff Responsible for Monitoring: Principal Federal Program Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Software - Title I Crates/Plan 4learning/Transact - Title I Part A Allocation - \$8,000</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
<p>Problem Statement 1: 75.33% of the CSJH student population is identified as at risk. Root Cause: CSJH has a high at risk population mostly due to not passing at least one STAAR assessment.</p>

Goal 3: CSCISD by 2023, will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

Performance Objective 1: By May 2022, CSCISD will assemble a SEL Team to identify campus and district needs and begin the implementation of an SEL program.

High Priority

Evaluation Data Sources: Surveys
Needs Assessments from each campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Counselor will enhance counseling curriculum and services by attending mental health trainings to implement SEL protocols, suicide prevention, David's Law and ensuring HB 5 activities are carried out.</p> <p>Strategy's Expected Result/Impact: By June 2023, efficient protocol for addressing the needs of social, emotional and behavioral concerns will be developed. Certificates and sign-in sheets HB 5, along with evaluation of all trainings shared with the staff.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 message.</p> <p>Staff Responsible for Monitoring: Principals CSCISD Federal Programs Service Coordinator</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: flyers/books/supplies - Title I Part A: Parent Involvement - \$3,500, Travel - Title I Part A Allocation - \$10,000, Family Engagement Meetings - supplies - Title I Part A Allocation - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CSJH will advertise and promote Parent and Family Engagement events</p> <p>Strategy's Expected Result/Impact: By June of 2023 parents will be informed of upcoming Parent and Family Engagement and encouraged to attend and the Parent and Family Engagement participation should increase 10% . Copies of newspaper articles.</p> <p>Staff Responsible for Monitoring: CSCISD Federal Programs Service Coordinator</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 1</p> <p>Funding Sources: newspaper announcements - Title I Part A: Parent Involvement - \$500, FPSC salary - Title I Part A: Parent Involvement - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: By July of 2023, 100% of CSCISD campuses will implement 4 summer sessions that will target a combination of needs such as stress & mental health, author book readings, cooking classes, and crafting classes.</p> <p>The CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible</p> <p>Strategy's Expected Result/Impact: By June 2023, CSCISD will have a 5% in the district participating throughout the summer events. Participation will be measured by the number of online participants during the live events.</p> <p>Staff Responsible for Monitoring: The Federal Program Service Coordinator</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent and Community Engagement 3</p> <p>Funding Sources: Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions. - Title I Part A: Parent Involvement - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Analyze information related to drop out rates; attendance reports, leavers, truancy, and student tardies to prevent/improve drop out rate.</p> <p>Strategy's Expected Result/Impact: By June 2023, drop out rates will decrease district wide by 5%. Review of attendance committee minutes and agenda. PEIMS reports.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Campus will provide attendance incentives for all qualifying students on a weekly basis. Strategy's Expected Result/Impact: By June 2023, campus will meet attendance goal of 97%. Staff Responsible for Monitoring: Principal Counselor Attendance Clerk</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Campus counselors will receive technical support in developing a comprehensive school counseling program, to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief informed and trauma-informed interventions, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution. Strategy's Expected Result/Impact: By June of 2023, 100 % of the comprehensive counseling program will be completed. Staff Responsible for Monitoring: Campus Administrator</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1 Funding Sources: - Title I Part A Allocation - \$1,250, - Title V - \$1,250</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Campus will utilize At-Risk Counselor to meet the needs to identified students on a weekly basis.</p> <p>Strategy's Expected Result/Impact: By June 2023, At-Risk counselor will meet with 100% of identified students.</p> <p>Staff Responsible for Monitoring: Campus Administration Federal Programs Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p> <p>Funding Sources: At-Risk counselor salary - State Compensatory Education, supplies/travel - State Compensatory Education - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: McKinney Vento District Liaison will attend training to provide assistance to identify students.</p> <p>Strategy's Expected Result/Impact: 100% of McKinney Vento students will be serviced with tutoring, school supplies, clothing, backpacks, student assessment - college level entrance, dual credit, and transportation.</p> <p>Staff Responsible for Monitoring: CSCISD McKinney Vento Liaison.</p> <p>Funding Sources: - ARP Homeless Grant II - \$1,676</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: 75.33% of the CSJH student population is identified as at risk. Root Cause: CSJH has a high at risk population mostly due to not passing at least one STAAR assessment.</p>
Student Achievement
<p>Problem Statement 2: Students are coming in well below grade level and are not able to meet standards within one year time frame. Root Cause: There is little to no motivation or incentives that promote learning.</p>
School Culture and Climate
<p>Problem Statement 1: The district has not leveraged diverse stake holders to review current SEL practices. Root Cause: Lack of proactive approach toward SE student needs.</p>

Curriculum, Instruction, and Assessment

Problem Statement 2: Students are coming in well below grade level and are not able to meet standards within one year time frame. **Root Cause:** There is little to no motivation or incentives that promote learning.

Parent and Community Engagement

Problem Statement 1: CSJH is not able to reach all parents through Remind. **Root Cause:** Parents are not updating their contact information when phone numbers or addresses change or block communication from school.

Problem Statement 3: Parents are not participating in family engagement activities. **Root Cause:** Campuses need to offer a variety of activities for Parent and Family Engagement (not only what is required by state and federal guidelines).

State Compensatory

Budget for Carrizo Springs Junior High

Total SCE Funds: \$25,245.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funds at CSJH assist students with 1 paraprofessional who works directly with At-Risk students, specifically those who have not passed STAAR Math and/or STAAR Reading or have been identified as Emergent Bilingual.

Personnel for Carrizo Springs Junior High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sylvia Hiltz	Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dorie Costilla	Math Lab	Title I	1
Jody Bullard	Math Lab	Title I	1
Kayla Hernandez	Math lab	Title I	1
Magda Mendiola	Math Lab	Title I	1
Margarito Ayala	Instructional Officer	Title I	1
Roehl Velasquez	Instructional Officer	Title I	1
Shari John	Math Lab	Title I	1

Campus Funding Summary

LCFF - Base					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Science & Social Studies Travel		\$500.00
1	1	5	Registration fees Region 20 Cohort fees		\$500.00
1	1	6	Travel		\$10,000.00
1	1	10	Software License - Living Science		\$2,000.00
1	1	10	Software License - Scientific Minds		\$2,500.00
1	1	20	Professional/Consulting Services and Operating Expenditures		\$3,000.00
Sub-Total					\$18,500.00
LCFF - Supplemental					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	GT Travel		\$700.00
Sub-Total					\$700.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	20	Paraprofessional Salary		\$26,245.00
3	1	8	supplies/travel		\$6,000.00
Sub-Total					\$32,245.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Travel (TEKS Resource Conference, CAMT, CAST, TCEA, TCEA Educ. Coaching Conf.,ESC20)		\$10,000.00
1	1	3	IO Salary		\$26,064.00
1	1	4	Travel-Texas Assessment Conference		\$1,139.00
1	1	7	Certificated Personnel Salaries		\$10,000.00
1	1	9	Travel		\$3,000.00
1	1	9	Books and Supplies		\$2,000.00
1	1	11	Travel		\$1,000.00
1	1	12	Professional/Consulting Services And Operating Expenditures		\$10,000.00

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18	Supplies		\$10,000.00
1	1	20	Title 1 Teacher Salaries		\$43,124.00
Sub-Total					\$116,327.00
Title I Part A Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	IO travel		\$3,123.00
1	1	2	Travel - summit leadership		\$4,500.00
1	1	4	Travel		\$3,000.00
1	1	6	Teacher travel		\$3,500.00
1	1	10	Supplemental Supplies - Classroom Resources		\$2,000.00
1	1	10	Math Salaries - Personnel		\$33,629.00
1	1	14	Certificated Personnel Salaries		\$80,000.00
1	1	16	Mentors Stipend		\$8,000.00
1	1	17	Talent Ed		\$2,425.00
2	2	1	Software - Title I Crates/Plan 4learning/Transact		\$8,000.00
3	1	2	Travel		\$10,000.00
3	1	2	Family Engagement Meetings - supplies		\$10,000.00
3	1	7			\$1,250.00
Sub-Total					\$169,427.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	flyers/books/supplies		\$3,500.00
3	1	3	newspaper announcements		\$500.00
3	1	3	FPSC salary		\$15,000.00
3	1	4	Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions.		\$6,000.00
Sub-Total					\$25,000.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Certificated Personnel Salaries (paras)		\$2,500.00

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Transportation (estimate)		\$0.00
1	1	10	Salaries - para		\$26,016.00
1	1	14	Books And Supplies		\$3,000.00
3	1	8	At-Risk counselor salary		\$0.00
Sub-Total					\$31,516.00
Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19	Consumables, Curriculum (Math GPS and Lowman Consulting)		\$14,000.00
3	1	7			\$1,250.00
Sub-Total					\$15,250.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	22			\$167,000.00
Sub-Total					\$167,000.00
ARP Homeless Grant II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Uniforms/hygiene products/emergency food		\$6,000.00
3	1	9			\$1,676.00
Sub-Total					\$7,676.00