

Carrizo Springs Independent School District

Carrizo Springs Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 15, 2019

Public Presentation Date: October 15, 2019

Mission Statement

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

The CSE community will promote an environment where everyone achieves academic excellence and reaches their full potential.

Motto: "Kids are first at CSCISD"

Vision

"Inspiring lifelong learners."

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. School or Charter
CSE has a total of 747 Students, PK-3rd grade, 3-8 years of age, Carrizo Springs, pk- based on income, k-3rd open enrollment; peims fall data
2. Race/Ethnicity (7 groups)
CSE has a total of African American .3%, Hispanic 95%, White .04%, American Indian 0%, Asian .1%, Pacific Islander 0%, Two-or-More Races .005% and how this differs from previous years.
3. Student Groups (5 groups)
Current Year: economically disadvantaged 81.12%, English learner 4.42%, migrant 5.89, special education 11.11%, and at-risk 54.22%, McKinney Vento 2.43%
Previous year 17-18: economically disadvantaged 78.96% English learner 6.01%, migrant 3.96%, special education 8.20%, and at-risk 55.19% and McKinney Vento 83%.

Compared to the previous year the eco dis % increased, bilingual students decreased, migrants and sped numbers increased, at risk and homeless numbers decreased.
4. Staff Data
CSE has a staff of certified teachers - 100%, number years' experience avg. 13.8 years, race/ethnicity 91.7 % hispanic 6.3% white 2.1% two or more races. Previous years teachers were beginning teachers compared to now we have experienced teachers. This year there are 3 new teachers just starting.
5. Parent/Guardian/Community
CSE parents are younger and more kids per family. Working to many jobs and leaving kids with grandparents to raise to kids. English speaking community.

STUDENTS

CSE students: African American .27%, Hispanic 95.05%, White 4.02%, American Indian 0, Asian .13%, Pacific Islander 0, Two-or-More Races .54% Previous year hs was 94.54%, Asian .41%, Blk/AA .55%, White 3.42%, Hawaiian Islander .14% two or more .96% Some groups have increased and some have decreased.

What are the various Student Groups (5 groups) we serve?Biggest population is hispanic. Hispanic 94.5% List the percentage in each group: economically disadvantaged 81.12%, English learner 4.42%, migrant 5.89%, special education 11.11%, and at-risk 54.35%. List the percentage of other designations, such as homeless 2.54%, and discuss trends, etc. Numbers of special pops are decreasing except for sped population which is increasing. KIDS First student population tends to come with a variety of social and emotional concerns.

Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years? The population from 17-18 to 18-19 increased in the first semester. In the fall we had 747 students vs 732 the previous fall. For 19-20 enrollment decreased overall, but 1st grade increased in numbers.

17-18 15.3% was the mobility rate. If students are in need of clothing and they qualify federal programs will assist families with clothing. We also have a clothing closet on campus that is stocked with different sizes of clothing. Where do students go and come from? Families move from town to town because of family issues, sometimes child goes to live with grandparents or other family member.

Attendance 94% and tardy rates not documented but there are a lot of students who are late to school. Parents are still bringing students late to school. Grade level parties, movie and snack, dances, tablets for perfect attendance. The campus procedures to track and respond to unexcused absences - Teachers call or message parents about absences, if excessive student is reported to office and a home visit is made. Letters are sent out to parent to notify of excessive absences. tardiness and other practices to improve attendance incentives are provided but not really working. Some students were actually sick and in the hospital, or sent home due to fevers. Tardies not many excuses were given.

Gifted/talented 14, Headstart, PreK 91, summer school 109)

Demographics Strengths

Teaching staff is experienced turn over over is low.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students at CSE are requiring more interventions based on identified needs. **Root Cause:** CSE has a high Hispanic population, special education and at-risk numbers have increased, while bilingual numbers decreased. CSE has an increase in students with social and emotional concerns coming from community service agencies.

Student Achievement

Student Achievement Summary

STUDENT ACHIEVEMENT

Describe the domain ratings: student achievement, school progress, and closing the gaps.

Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 5 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years.

(Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)

2019 Scores Reading 86% approaches a 15 point increase in approaches

45% meets increase of 15 points

26% masters 4 point increase

Math approaches 81% an increase of 10 points

50% meets 17 point increase

26% masters a 13 point increase

17-18 Reading Hispanic 19-20

Approaches level hisp. 71% Approaches 86%

Meets 30% Meets 43%

Masters 22% Masters 24%

17-18 Reading Eco dis 19-20

Approaches level hisp. 67% Approaches 84%

Meets 25% Meets 36%

Masters 17% Masters 18%

Campus did extended day but teachers pulled in their most struggling students first then changed their students after the first benchmark and then after the second benchmark counselors, io, and admin pulled students based on results and tutored students during pe for two days out of the week until the STAAR test.

For 2017-18 campus earned a distinction in reading this years ratings CSE was rated as a B.

During the year on benchmarks students continued to make gains compared to the previous year. We also looked at the students reading 360 scores to make predictions to see how they would do on the STAAR. Compared MOY scores to the BOY and saw continued growth throughout the year. Classes also used Reading Plus and students kept showing growth in words per minute and growth in years.

6. Student Outcomes and Performance

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math **Root Cause:** Lack of the campus coordination to provide prescriptive interventions.

School Culture and Climate

School Culture and Climate Summary

PERCEPTIONS (including family & community engagement, school culture & climate)

For calendar year 17-18 attendance rate was 95.5% 19-20 94% the second semester we had lots of students being sent home with fever and having the flu. Need to work on pk attendance lots of kids absent. Overall campus attendance needs to improve.

The campus had no DAEP placements, Teachers tried to handle discipline problems in the classroom instead of sending to the office. Didn't want the kids to leave the office and losing instruction at all costs to avoid wasted time. This strategy did work and outcomes were good. Teachers were for warned and spent a lot of time in the beginning and set expectations the first six weeks. Students were adapting to the rules and teachers did not allow students to leave the classroom. Then sent one student to the next level after the first six weeks.

Kinder: There were a few students who did run out of the classroom. Admin then came to help. Students were sad and didn't have the capabilities to help them cope with their problems. Teachers didn't come together to come up with a plan to help students to help self regulate. Need little lessons to self regulate. (Conscious Discipline) curriculum to help students. Strategies to help students. Book or a full curriculum. Teacher change versus student change, in a more positive manner.

Positive feedback from mentor and teachers attending mentor/mentee training. Training was effective and was relevant to both teachers. New teachers lack of effective mentoring based on our equity plan determined a need for a rigorous mentor program.

Student counselor referrals are on the rise - students from community agencies seem to have more concerns with social and emotional issues. Lack of time for class counseling.

8. Staff Engagement

Campus turn over rate was minimal one new teacher this year. Previous year teachers left to family issues.

Positive results teachers liked the training that was provided and was relevant to their teaching.

Teachers claim there is favoritism when selecting positions. Most teachers get along and work together.

Parental involvement has increased based on results from parental involvement surveys. Number of people at events has increased.

9. Parent/Guardian Engagement

Discuss, as applicable, how the school consults with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education. Need more involvement in this area. Teachers or admin ask for donations from companies when things are needed.

School Culture and Climate Strengths

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

PROCESSES AND PROGRAMS (including curriculum, instruction, assessment, staff recruitment & retention, school organization, technology)

10. Personnel - Policy and Procedures
- HR attends job fairs to recruit teachers. Special populations of teachers are provided stipends for teaching in high need areas.
11. Professional Practices
- Staff at CSE review applications, interview and will recommend based on interviews.
- Curriculum director sent out a survey to staff to get ideas of what staff thought they needed pd in. Campus teachers ask to attend professional development and principal asks teachers to go to staff development based on observations in the classroom, where teachers may need help in different areas. CSE will review student achievement and determine areas of need based on the 4 core subjects.
- Teachers meet together and discuss issues and decide what is best for the grade level. At PLC's teachers review data from benchmarks, CBA's to determine and plan lessons for the next week.
- Teachers are part of the CAT committee and data is reviewed based on student data achievement. Teachers have a big part in determining what assessments to give and when. Teachers use snacks and incentives in the classroom to get students to perform well in the classroom.
12. Programs and Opportunities for Students
- Grade levels were given embedded tutorials within the school day to improve academic performance. Teachers provided extended day throughout the year, others provided tutoring for their students who needed more intense instruction after the regular extended day. After benchmarks students were regrouped and new students were brought in for tutoring. Counselors, io, and admin brought in students for tutoring during pe to get to the meets level. Those students identified as at-risk and in need of more assistance are placed with the intervention teachers that offer small group instruction and this is based on identification and a need at the campus level due to high number of at-risk students.
- Students of special pops were provided services in the service plan. Migrant and bilingual students were provided with tutors to increase student achievement.
- (TEA Priority) Counselors's provide a career fair for students and expose them to the different careers available.
- Teachers are getting training in google classroom and technology apps. Some teachers have completed the google training and are using google classroom with success.
13. Procedures
- Common planning times during the day was included to allow teachers time to plan with each other. Master schedule was updated to show improvements based on teacher concerns from previous year. Additional time for science and social studies was added due to concerns not enough time for class. Extended day was offered for those students identified as need further assistance and at -risk of not mastering district and state standards. Summer school is provided for those identified students needing assistance and identified as at-risk. Due to a high number of students being retained - the campus felt there was a need for assistance - reviewing a retention prevention program for identified students.
- All students are evenly divided among teachers. There is equity between the number of veteran teachers vs. beginning teachers and students of color being taught by experienced teachers.
- Campus provides time for head start and migrant school to come and visit school prior to students attending school. PK shares data with kinder and 3rd grade visits intermediate prior to leaving school for new year. Students are given tours of schools to become familiar.
- Teachers came together and were all on the same page and set the expectations for the students at the very beginning of the school year. Students began to understand expectations and followed rules and were successful.
- Any student who reports a bullying incident is discussed with the counselors to see if an actual bullying incident did occur. Then counselors speak to students about consequences and behavior. If an outcry is made counselors take the needed steps to get the student help they need. Sometimes involves calling crisis.

Staff Quality, Recruitment, and Retention Strengths

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The campus has not been able to fill positions with certified teachers in the areas of Bilingual. **Root Cause:** Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pre-K (Frog Street)As we analyzed our data our strength is on the implementation of our curriculum binder, the use of the pre-k guidelines and strategies and small groups. Our weakness is vocabulary, motivation to read, phonological awareness, rapid letter naming, and retell story comprehension.

For Kinder, math benchmarks indicate growth in the following TEKS 2C, 3C, 6AB, 7AB, and 8C. Data also indicates a 5% decrease in students being able to identify a measurable attribute of an object. This is a result of how students demonstrated the skill when assessed. At the beginning of the year, it was a performance assessment versus at the end of the year that skill was evaluated in a standardized format. Overall, there was growth using Pearlized Math. At the beginning of the year, students who initially score below the benchmark are provided with Rti, small group intervention, and/or extended day to support their weak areas in math.

1st grade is assessed on Pearlized weekly, every 6 weeks and end of year.

In regards to special educations, the curriculum was based on a pull and inclusion within the classroom. In our bilingual classrooms CSE has a certified teacher implementing Pearlized Math Curriculum. Gifted and Talented delivered instruction along side project based learning.

Some of the weaknesses we find within the curriculum, instruction and assessment include the limit of time to teach, not having comprehensive exams and lack of instructional aides. Based on this finding Science and Social Studies instructional time has been increased to 45 minutes.

2nd grade used the Sharon Wells Curriculum for Math.

Students of the various subpopulations showed overall similar results between Benchmark 2 and EOY assessments. Less than 70% of the students did not meet grade level standards for both assessments. Although students did not meet grade level standards there was an increase in student percentage that improved from Benchmark 2 to EOY assessment. On the 2nd grade MATH Benchmark 2, 17.83% of the students met the grade level standards. 40% of the students met the grade level standards on the 2nd grade MATH EOY and 10.32% mastered the grade level standards.

Students identified as economically disadvantaged, ethnicity and male/female showed gains with LEP and white remaining unchanged. Sped students were the only group to show a decrease in performance. Average performance scores were in the range of of 55 - 68% with sped students the lowest at 39% meets.

3rd grade:Reading:

Third Grade Reading Curriculum was:

- Pearson Reading Street
- Accelerated Reader
- Reading Plus
- CAPIT
- STAAR Released Tests
- Forde Ferrier
- Read Works.org
- Education.com (subscription paid by teacher)
- BrainpopJr

- TMPC

SPED and RTI pull out: ReadIt

Dyslexia pullout: Dyslexia Intervention Program

Social Studies:

- Studies Weekly
- Read Works.org
- BrainpopJr
- Biographies.com
- TMPC

Math:Third Grade Math Curriculum was:

- Sharon Wells Curriculum weekly test
- Sharon Wells BOY benchmark
- Sharon Wells EOY benchmark
- Sharon Wells 15 day countdown
- STAAR Released Test
- Envision Math

Science:

Third grade Science Curriculum was:

- Envision Science and Online support

Curriculum, Instruction, and Assessment Strengths

For Kinder, math benchmarks indicate growth in the following TEKS 2C, 3C, 6AB, 7AB, and 8C. Students are able to read, write, represent numbers up to 20, count sets of objects, identify the quantity of a set, compare numbers, solve addition and subtraction problems, recite numbers by ones to hundred, and identify 2 dimensional and 3 dimensional shapes. From the beginning of the year to the end, there was a 18% increase in students ability to count sets, a 13% increase in their ability to solve addition and subtraction problems, a 41% increase in identifying 2 dimensional and 3 dimensional shapes, and a 57% increase in analyzing graphs.

Pearlized Math Curriculum is a vertically aligned to the STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR) is clearly noted in the components addressed. In 1st GRADE: Facts & Applications, Concepts, and Enrichment.

End of Year Pearlized Math Benchmark. 167 students were tested. Based off of the EOY test, grade level student scores were: Approaches 88.62% Meets 72.46% Masters 49.7%Did not meet 11%

In 1st there was a total of 150 students tested at the end of the year. Percent Score was at a 89.53%, in the areas of Meets GL it was 94%, in the area of Masters GL it was at 49.33%

Sharon Wells Math Curriculum is scripted which makes teaching the content easy.

3rd grade:Reading: Teachers had a well rounded combination of reading material and online programs for introduction and initial practice of tested standards.

Reading plus, specifically, was a strength because it targeted overall comprehension, fluency, and vocabulary. Additionally, Reading Plus program enables students to choose selections based on their interests.

Accelerated Reader was a strength because students reading at different levels were able to use this reading program. This program's school wide reward system motivated all students ranging from Early Literacy pre-primer and beyond.

CAPIT was appropriate for students that lacked a phonics foundation and who were reading below first grade.

Social Studies: The assessments were created using the TMPC and are aligned to the YAG.

BrainpopJr is a strength because it covers other subjects besides Social Studies. The Social Studies video clips are informative and entertaining. They contain leading thought provoking questions, explanations, and vocabulary development. Additionally, they provide "easy" and "hard" quizzes.

Math: Sharon Wells was a strength because it targeted an overall understanding of objectives that are aligned from kinder through 3rd grade level. This made teaching strategies easier. For example, most of the math strategies introduced being used in 3rd grade had been previously introduced in 2nd grade. So students are already familiar with problem solving process. This meant that we spent more time applying strategies and less time teaching one. The curriculum also reviews pasted concepts throughout the weekly assignments so objectives are always being spired all year long in the Skills part of the curriculum. Math facts in multiplication and division are also spired with a strategy (basic facts section) to help students learn their facts with better success.

Another strength was the 15 day cumulative review/count-down booklets that Sharon Wells provides to prepare for STAAR.

Science: Pearson Science has an online support that is utilized to introduce the day or weeks lesson. It has videos that review the concept for students' understanding of the lesson. The science book has vocabulary cards with definitions so you can intro words and their meanings before starting the lesson.

Brain POP Jr. is also a great asset to Science. Giving extra videos and explanations of objective being discussed. EX; Plants, Life cycles, Outer Space(solar system), Friction, Light energy, Sound energy, Water cycle.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Curriculum alignment is not happening at the campus/district wide in core content areas; more training and guidance is needed for teachers and administrators. **Root Cause:** Instructional framework was not in place and there was not fidelity to district curriculum with TEKS resource system.

Parent and Community Engagement

Parent and Community Engagement Summary

CSE had a goal of 760 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 18-19 school year. They had a total of 2,077 parents attend parent and family engagement events for the 18-19 school year. This was almost triple the amount of families needed to meet their 10% increase goal

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of April of 2019 for all campuses we assessed how welcome parent/families feel at each campus:

CSE 530 parents responded to the survey. 85% of the parents responded that they feel quite a bit or extremely welcomed. 2.1% of parents out of 530 stated that they do not feel welcomed.

CSCISD has a district level Parent Advisory Council that is made up of 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. These members are invited to present their company/business at one parent and Family Engagement throughout the year at the different campuses

Carrizo Springs Parent and Family Engagement program is supported by the community. For example, we had 2 local Dj's offer their services for free to host the Meet the Teacher Block Party events that we hosted for CSE. We also had HEB sponsor a parent and Family Engagement event for CSE on a different occasion. We also had over 23 people/community members' sign-up for the CSE Trunk a Treat Family Night. The local ambulance business fed all of the families for a parent and family engagement event. We have high levels of community support for Parent and Family Engagement events.

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

CSE 73.1% of parents agreed that Remind text messages were the way they would prefer to receive communications. 42.1% of parents agreed that they would like to receive letters and flyers and their preferred communication method.

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

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

Translate notes going home for parents into English & Spanish.

- Newspaper articles will also be published in Spanish.

According to the End of Year (EOY) Parental Involvement Evaluation Survey that was administered at the end of April of 2019 for all campuses we assessed what were the greatest barriers for not attending parent and family engagement events:

CSE 31.9% of parents wanted more information on how to get involved & 30.9% of parents stated they needed more time in their schedule to attend events.

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

CSE Parent and Family Engagement School Goals for the 19-20 school year:

Pre-K: Reading: Recognize CLI letter naming 50% of the students will be able to recognize CLI letter naming by the end of the 19-20 school year.

Kinder: Reading: K2(viii) blending spoken phonemes to form one-syllable words;

Students will increase from a 58% to a 70% by the end of the 19-20 school year.

1st Grade 1.2 A (v) blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends; Students will increase from a 58% to a 65% by the end of the 19-20 school year.

2nd: Reading: TEKS#2.7 D. retell and paraphrase texts in ways that maintain meaning and logical order Students will increase from a 63.73% to a 70% by the end of the 19-20 school year.

3rd: Reading: TEKS# 3.9 (D) recognize characteristics and structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and students will increase from a 40% to a 50% by the end of the 19-20 school year.

This is the compliance statement we need to follow for each parental involvement activity: We shall provide materials and training to help parents (and family) work with their children to improve their child's achievement.

Revised on 7/30/19

2018-2019

*We ran out of funds, not enough money to support 9 pk family nights. 6 family nights k-3rd

*People are asking for child care 23.4%

*Transportation assistance was asked for by 6.8% of parents

*A total of 2,077 parents/families attended parent and family engagement events for the 18-19 school year. We served each family for an average of about \$1.34 family.

Parent and Community Engagement Strengths

CSE had a goal of 760 parents/families that were to come up to the school and attend Parent and Family Engagement Events/Night for the 18-19 school year. They had a total of 2,077 parents attend parent and family engagement events for the 18-19 school year. This was almost triple the amount of families needed to meet their 10% increase goal

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: CSE had 2,077 parents attend last year, but this is only about 50% of the same parents attending parent and family engagement events. They would like multiple forms of outreach (Remind, phone calls, face to face, or messenger call outs) **Root Cause:** Determine other avenues to reach all parents of CSE students to attend Parent and Family Engagement events.

Problem Statement 2: CSE parents would also like homework help support. **Root Cause:** Parents are not understanding the homework, therefore they are having difficulty helping their children at home.

Problem Statement 3: CSE Social Studies and Science teachers have not been able to utilize the curriculum to its full potential to deliver a broad array of teaching strategies. **Root Cause:** Based on CSE review/evaluation of science and social studies curriculum/planning/assessments - teachers do not have enough minutes in the day, resources and evaluation tools.

School Context and Organization

School Context and Organization Summary

State Compensatory Education: The District's SCE funds are used to fund intervention teachers, extended day and summer school. There are 3 intervention teachers and several homebound teachers depending on need. The new guidelines will allow the district to assist these students with daycare. SCE funds are used to fund teachers and para-professionals for half -day PK to a full day program.

Title I, Part A Improving Basic Programs

The goal of the program is to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. For the 2018-19 school year all 4 campuses are Title I, funds on these campuses are utilized to close the achievement gap by providing additional staff, tutorials, instructional staff and professional development based on needs identified to include technology pd to assist students served. CSE is a title 1 campus. The campus provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, transitions activities between grade spans, coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 57 students identified as McKinney Vento and continues to grow. McKinney Vento District Contact and personnel attend training to assist in identifying the correct procedures to implement and provide training at the campus and district level. There is ongoing implementation of support and intervention activities for identified McKinney Vento students to ensure progress towards course completion, credit accrual, and graduation. Campus Instructional officers with the assistance of campus counselors monitor attendance, grades, and meets with campus administrators to review student progress every six weeks. There is communication with classroom teachers to coordinate the completion of missed assignments and schedule retests for failed major grades. Parents are contacted to address educational concerns and target to improve student performance. Transportation is provided. Our district Migrant Program is in a shared service arrangement with Region 20 and our numbers have increased due to this. Region 20 works with migrant clerk and counselor to take the appropriate steps to make sure that all services are provided. All teachers at the 4 campuses are required to attend weekly PLC's to assist in data disaggregation and to plan lessons. The district plans and coordinates with campus administrators and leadership teams to receive training in root cause analysis. Elementary campuses and secondary campuses work together to analyze data to determine root causes and prioritize areas of need. Performance objectives, goals and strategies are communicated at the campus, district level and shared with school board. Based on the strategies developed both formative and summative review will occur throughout the year (November, February, April and June).

Equity Plan

According to the 18-19 Equity Plan data, teachers at our high economically disadvantaged campuses are slightly more experienced (12%) than those teaching at low economically disadvantaged campuses (15%). There is a -3% gap between our high and low minority campuses in terms of inexperienced teachers. There was a 4% out of field teachers at both the high-poverty and low poverty quartile campuses. Both first and fourth quartile percentages were below the state average for out-of-field and inexperienced teachers. The district equity gap for high minority and low minority is at -11%.

School Context and Organization Strengths

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: CSE Teachers do not feel appreciated **Root Cause:** 54% of CSE teachers stated there is a need to work on campus climate.

Priority Problem Statements

Problem Statement 1: Students at CSE are requiring more interventions based on identified needs.

Root Cause 1: CSE has a high Hispanic population, special education and at-risk numbers have increased, while bilingual numbers decreased. CSE has an increase in students with social and emotional concerns coming from community service agencies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus has not leveraged diverse stake holders to review current SEL practices.

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

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: The campus has not been able to fill positions with certified teachers in the areas of Bilingual.

Root Cause 3: Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

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

Problem Statement 4: CSE Social Studies and Science teachers have not been able to utilize the curriculum to its full potential to deliver a broad array of teaching strategies.

Root Cause 4: Based on CSE review/evaluation of science and social studies curriculum/planning/assessments - teachers do not have enough minutes in the day, resources and evaluation tools.

Problem Statement 4 Areas: Parent and Community Engagement

Problem Statement 5: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus

sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math

Root Cause 5: Lack of the campus coordination to provide prescriptive interventions.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: CSE Teachers do not feel appreciated

Root Cause 6: 54% of CSE teachers stated there is a need to work on campus climate.

Problem Statement 6 Areas: School Context and Organization

Problem Statement 7: CSE parents would also like homework help support.

Root Cause 7: Parents are not understanding the homework, therefore they are having difficulty helping their children at home.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: CSE had 2,077 parents attend last year, but this is only about 50% of the same parents attending parent and family engagement events. They would like multiple forms of outreach (Remind, phone calls, face to face, or messenger call outs)

Root Cause 8: Determine other avenues to reach all parents of CSE students to attend Parent and Family Engagement events.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- Equity 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
- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Performance Objective: By May 2020 CSE will develop vertically aligned ELAR & math curricula.

Target: CSE will develop a systematic approach to deliver ELAR TEKS across campuses, with an emphasis on all sub-populations.

Strategies::

1. The CSCISD ELAR team will continue to unpack the new TEKS and align the new curriculum (reading and writing) with TEKS Resource System (TRS).
2. Train instructional staff in TRS, to include the Instructional Focus Document (IFD) Planning Guide.
3. Train instructional staff in the Gradual Release of Responsibility Framework. (GRR)
4. Implement a lesson plan format to follow Gradual Release of Responsibility Framework.
5. The District Curriculum & Instruction Office will provide Instructional Officer support at all campuses.
6. Train instructional staff in the writing process to align with the new ELAR TEKS.

Evaluation Data Source(s) 1: STAAR, TELPAS, STAAR, STAR 360, TPRI, CLI

Build a foundation of reading and math

Connect high school to career and college

Improve low-performing schools

Recruit, support, retain teachers and principals

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) CSE Teachers will receive targeted training for instruction in reading and writing to close achievement gaps.</p> <p>Teachers will vertically plan with CSI reading and writing teachers</p>	2.5	Campus Administrator, teachers	Benchmark Results/TELPAS aware CBA's				
				<p>Problem Statements: Student Achievement 1 Funding Sources: Title I, Part A Allocations - 3000.00</p>			
<p>TEA Priorities Build a foundation of reading and math 2) 2nd and third grade teachers will supplement the Reading initiative by using software programs for all sub-populations to close literacy gaps.</p>	2.5, 2.6	ELA Teachers	Increase reading fluency and comprehension on CBA's, benchmarks, & EOY assessments, STAAR				
				<p>Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: Title I, Part A Allocations - 12450.00</p>			
<p>TEA Priorities Build a foundation of reading and math 3) The LPAC will analyze data for ELL students and determine levels of proficiency and support in order to close achievement gaps.</p>	2.4	Campus LPAC Committee	Increased passing rates on TELPAS and STAAR				
<p>TEA Priorities Build a foundation of reading and math 4) Pre-kindergarten Teachers with assistance from PK aides, will provide instruction in oral language development as part of their daily routine to assist in closing the achievement gaps.</p>	2.5	Principal/ Vice Principals, I.O., Teachers and Aides	Improved scores on CLI Engage assessments.				
				<p>Funding Sources: State Compensatory Education - 129000.00</p>			
<p>TEA Priorities Build a foundation of reading and math 5) ELA Interventionist will work with identified students (kinder-3rd) to improve reading skills with the assistance of para-professionals and attend the necessary PD. (Close gaps initiative)</p>	2.4, 2.5, 2.6	Teachers Intervention Teacher	Students will have increased reading fluency and comprehension scores.				
				<p>Problem Statements: Demographics 1 Funding Sources: State Compensatory Education - 183000.00</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 6) Summer planning for teachers during summer to prepare for 19-20 SY. Provide necessary resources to provide intervention for all student subpops: Migrant, LEP, at risk, SPED, to close gaps	2.4, 2.5	Campus Administrator Federal Programs Administrator Summer School Coordinator	STAAR results for 3RD, Benchmark for k-2nd.				
				Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: Title I Part A: Allocation - 5500.00			
TEA Priorities Build a foundation of reading and math 7) All teachers will utilize Region 20 ESC's Educational Resources Cooperative to assist in closing the gap for all children.	2.4, 2.5	Campus Administrator	Usage reports				
				Funding Sources: Title I Part A: Allocation - 5700.00			
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 8) SpEd teachers will provide direct supervision to Instructional Assistants who provide inclusion support; provide time for speech language pathologist to consult with gen. ed. teachers to discuss student issues.	2.4	Certified SpEd teachers	Continued student improvement on CBA's, Benchmarks, and EOY assessments.				
				Problem Statements: Demographics 1 Funding Sources: Special Education - 0.00			
TEA Priorities Build a foundation of reading and math 9) Provide summer school (extended year) for all students not meeting standards set by district to help close achievement gaps.	2.4, 2.5	Campus Administrator Federal Program	Teachers will provide supplemental instruction to students to meet standards.				
				Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: State Compensatory Education - 113000.00			
TEA Priorities Build a foundation of reading and math 10) Provide extended day and/or Saturday academies for students not meeting campus/state standards.	2.4, 2.5, 2.6	Campus Administrator Federal Programs Director	???????student achievement				
				Problem Statements: Demographics 1 Funding Sources: State Compensatory Education - 17000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 11) Migrant tutors will assist those students most in need and closing the gap.	2.4, 2.5, 2.6	Campus Administrator Region 20 SSA Federal Programs Director	Tutor's will assist in the classroom to bilingual students based on their needs				
				Problem Statements: Student Achievement 1 Funding Sources: Title I - 10000.00			
TEA Priorities Build a foundation of reading and math 12) CSE will provide retention intervention prevention camp to prevent retention.	2.4, 2.5	Principals	Prevention retentions and provide interventions for students.				
				Problem Statements: Demographics 1 Funding Sources: State Compensatory Education - 5000.00			
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 13) The campus will utilize Instructional Officers to provide coaching opportunities for classroom teachers. Instructional Officers will receive and attend professional development. The campus will utilize instructional officers to provide coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and addressing comprehensive needs assessment.	2.4, 2.5	Campus Administrator	continued improvement on CBA's				
				Problem Statements: Student Achievement 1 - Parent and Community Engagement 3 Funding Sources: Title I Part A: Allocation - 238000.00			
TEA Priorities Build a foundation of reading and math 14) By November of 2019 PK teachers will purchase library books for pk library.	2.4, 2.5	Campus Administrators, federal programs	Increase reading fluency in early literacy.				
				Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: State Compensatory Education - 8000.00			
TEA Priorities Build a foundation of reading and math 15) Instructional officer will provide professional development training in coaching and provide resources for teachers.	2.4, 2.5	Campus Administrator	IO will continue to attend professional development.				
				Problem Statements: Student Achievement 1 - Parent and Community Engagement 3 Funding Sources: Title I Part A: Allocation - 249000.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
16) By May of 2020, 80% of para-professionals working with At-Risk students will be provided training. All students and sub populations will be provided vocabulary strategies and small group instruction.	2.6						
Problem Statements: Demographics 1 Funding Sources: Title I Part A: Allocation - 3300.00							
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math	2.4, 2.5	principal	Become better instructional leaders.				
17) By May of 2019, 100% of campus administration will be provided with training to improve the quality of principals to become better instructional leaders.	Problem Statements: Demographics 1 Funding Sources: Title I Part A: Allocation - 700.00						
TEA Priorities Build a foundation of reading and math	2.4, 2.5, 2.6	Principal	Increased student achievement on CBA's, benchmarks, and EOY assessments.				
18) CSE dyslexia teacher will provide identified dyslexic students with needed services.	Problem Statements: Demographics 1						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math	2.4, 2.5, 2.6	Campus Administrator Federal Programs Director	By May of 2020 90% of teachers and students will be evaluated o understand the environmental factors, skills, access levels and classroom factors that shape the impact of technology in a school district using clarity survey				
19) Teachers, students and parents will be surveyed - technology. Teachers will be provided with PD to assist students in closing the gap.	Problem Statements: Demographics 1 Funding Sources: Title I Part A: Allocation - 30000.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college	2.4, 2.5, 2.6	Campus Administrator HR Director Federal Programs Director	By August of 2020, district will achieve 50% or B in ELAR from baseline data of 37.5% to 50%.				
20) If CSCISD achieves 50% Meets, or a "B" in the A-F accountability rating for 2020 in Reading/ELAR , then all district staff will receive 30% of designated compensation pay. Additionally, campuses achieving 50% meets or "B" in A-F accountability rating for 2020, campus staff will receive the remaining 70% designation compensation plan, students' performance will increase from 37.5% to 50% by June of 2020.	Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: Title I Part A: Allocation - 125000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 21) Campus administration will utilize a program software to assist them to monitor teachers/staff on T-TESS walk-through and observations.	2.5, 2.6	Campus Administrator HR Director	Campus administration will utilize Talent Ed./Perform program to monitor teachers/staff on T-TESS walkthrough and observations				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title I Part A: Allocation - 2425.00						
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students at CSE are requiring more interventions based on identified needs. Root Cause 1: CSE has a high Hispanic population, special education and at-risk numbers have increased, while bilingual numbers decreased. CSE has an increase in students with social and emotional concerns coming from community service agencies.
Student Achievement
Problem Statement 1: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math Root Cause 1: Lack of the campus coordination to provide prescriptive interventions.
Staff Quality, Recruitment, and Retention
Problem Statement 1: The campus has not been able to fill positions with certified teachers in the areas of Bilingual. Root Cause 1: Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.
Parent and Community Engagement
Problem Statement 3: CSE Social Studies and Science teachers have not been able to utilize the curriculum to its full potential to deliver a broad array of teaching strategies. Root Cause 3: Based on CSE review/evaluation of science and social studies curriculum/planning/assessments - teachers do not have enough minutes in the day, resources and evaluation tools.

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

Performance Objective 2: Performance Objective 2: By May 2020 CSE will develop district wide vertically aligned Math curriculum.

Target: CSCISD will develop a systematic approach to deliver Math TEKS across campuses, with an emphasis on all sub-populations.

Strategies:

1. The CSCISD Math team will monitor the alignment of the TEKS using the TEKS Resource System (TRS).
2. Train instructional staff in TRS, to include the Instructional Focus Document (IFD) Planning Guide.
3. Train instructional staff in the Gradual Release of Responsibility Framework. (GRR)
4. Implement a lesson plan format to follow Gradual Release of Responsibility Framework.
5. The District Curriculum & Instruction Office will provide Instructional Officer support at all campuses.
6. Provide Summer Leadership training for teachers and campus and district administrative teams.

Evaluation Data Source(s) 2: 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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 1) Teachers will use math supplemental curriculum; provide necessary professional development to close achievement gaps.</p>	2.4, 2.5, 2.6	Principals	Increased math scores on CBA's, Benchmark's, and EOY assessments.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 Funding Sources: Title I - 54556.52</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>2) If the district achieves 50% Meets, or a "B" in the A-F accountability rating in Math, then all district staff will receive 30% of designated compensation pay. Additionally, campuses achieving 50% Meets, or a "B" in the A-F accountability rating for 2020, campus staff will receive the remaining 70% designated compensation plan, students' performance will increase from 47% to 50% by June 2020.</p>	2.4, 2.5, 2.6	Camus Administrator HR Director	By August of 2020, district will achieve 47% or B in Math from baseline data of 47.5% to 50%.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title I Part A: Allocation - 125000.00</p>							
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students at CSE are requiring more interventions based on identified needs. Root Cause 1: CSE has a high Hispanic population, special education and at-risk numbers have increased, while bilingual numbers decreased. CSE has an increase in students with social and emotional concerns coming from community service agencies.
Student Achievement
Problem Statement 1: 100% of the campus sub populations have not met the academic achievement for the meets level in closing the gaps. All campus sub-populations are not at 50% meets in ELAR. Migrant, Bilingual, At-risk, economically disadvantaged and special education are below 50% Meets in Math Root Cause 1: Lack of the campus coordination to provide prescriptive interventions.
Staff Quality, Recruitment, and Retention
Problem Statement 1: The campus has not been able to fill positions with certified teachers in the areas of Bilingual. Root Cause 1: Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

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

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) Teachers will be provided with opportunities to maintaining or attaining certification through alternative certification, and TExES testing to ensure all staff are meeting highly effective requirements and making every effort to retain.	2.4, 2.5, 2.6	Campus Administrator HR Director	By May of 2020 100% of teachers will be provided with opportunities to maintaining or attaining certification through alternative certification, GT certification, Bilingual/ESL certification and TExES testing to ensure all staff are meeting highly effective require				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title I - 12000.00							
TEA Priorities Recruit, support, retain teachers and principals 2) New teachers and permanent substitutes to the district, will be part of the teacher comprehensive mentor program through Region 20.	2.4, 2.5, 2.6	Campus Administrator HR Director	By May of 2020, 100% of new teachers will be part of the teacher comprehensive mentor program.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title I Part A: Allocation - 52500.00							
TEA Priorities Recruit, support, retain teachers and principals 3) New teachers and permanent substitutes to the district, will be part of the teacher comprehensive mentor program through Region 20.	2.4, 2.5, 2.6	Campus Administrator HR Director	By May of 2020, 100% of new teachers will be part of the teacher comprehensive mentor program.				
Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Title I Part A: Allocation - 52500.00							
							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: The campus has not been able to fill positions with certified teachers in the areas of Bilingual. **Root Cause 1:** Lack of certified personnel applying for positions across the district. CSE has more new teachers as compared to previous years.

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

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

Evaluation Data Source(s) 1: Survey results
Discipline reports

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) 1. McKinney Vento Campus Liaisons will attend training's to provide assistance to identified students, and provide school supplies, clothing and hygiene products.</p>	2.4, 2.5	Campus Administrator IO	<p>As a result of training, 90% of McKinney Vento identified students will be on track to be promoted to the next grade.</p> <p>Campus liaisons will attend at least 50% of the trainings offered.</p>				
<p>Problem Statements: Demographics 1 Funding Sources: Title I Part A: Allocation - 17000.00</p>							
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for the students that attend summer school.</p> <p>These events will have a book author that will promote literacy and share their personal experiences about school to inspire these students to try their best and continue to reach for success.</p>	3.1, 3.2	Campus Administrator Federal Programs Service Coordinator	CSCISD should see an 5% increase in parent participation from last year's even				
<p>Problem Statements: Parent and Community Engagement 3 Funding Sources: Title I Part A: Parent Involvement - 2000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) McKinney Vento Campus Liaisons will attend required training's to provide assistance to identified students that are not meeting standards.</p> <p>* transportation *tutoring *College Readiness. *monitor attendance/grades * clothing, hygiene essentials and school supplies. (TEXSHIP funds)</p>	2.4, 2.5	Campus Administrator IO Federal Programs Director	100% of McKinney Vento students will be contacted and offered the opportunity of clothing/Hygiene/School supplies assistance.				
<p>Problem Statements: Demographics 1 Funding Sources: Title I Part A: Allocation - 3000.00</p>							
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) 100% of the parents will be invited to Math and reading nights, STAAR nights 1 per semester (fall), 2 per semester (spring) and Kinder & First Grade will host a supplemental Math Family Night for parents to receive hands-on training of actual activities that are being taught in the classroom. (Two paraprofessionals will provide parent & families with support throughout the night.) Pre-K will host 9 parent and family engagement events & Kinder -3rd will host 4 parent and family engagement events.</p>	3.1, 3.2	Campus Administrator Federal Programs Service Coordinator	We should see a 10% increase in parent & family participation (sign-in sheets)				
<p>Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: Title I Part A: Allocation - 3000.00, Title I Part A: Parent Involvement - 29000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math 5) Campus will have a full time parent and family engagement liaison.</p> <p>Campus liaison will be responsible for assisting with all 4 parent & family engagement activities.</p> <p>Pre-K will have 9 Engagement Activities. These events will help parents better understand the category/TEKS that are being covered in class and will include a take a way activity that parents can work with their child at home.</p>	2.4, 2.5, 3.1, 3.2	Campus Administrator Federal Programs Service Coordinator	We should see a 10% increase in parent & family participation (sign-in sheets)				
<p>Problem Statements: Demographics 1 - Parent and Community Engagement 1, 2 Funding Sources: Title I Part A: Allocation - 3000.00</p>							
<p>TEA Priorities Connect high school to career and college 6) Career fair, counselors will plan career fairs for pk-3rd grade. The career fair will assist students in developing knowledge and skills for a broad range of career opportunities.</p>	2.5	Principals and Federal Programs Director	100% of all CSE students will exposed to diverse community careers.				
<p>Problem Statements: School Culture and Climate 1 Funding Sources: Local - 300.00</p>							
<p>TEA Priorities Build a foundation of reading and math 7) By September of 2020, 65% of parents will have received communication through (ex. Remind, Flyers/notes sent home) informing parents about parental meetings to increase parental involvement</p>	3.1, 3.2	Campus Administrator Federal Programs Service Coordinator	By 2023, 75% of parents/families signed up and will be using the remind message app.				
<p>Problem Statements: Demographics 1 - Parent and Community Engagement 1, 2 Funding Sources: Title I Part A: Parent Involvement - 1000.00</p>							
<p>TEA Priorities Build a foundation of reading and math 8) 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.</p>	2.5	Campus Administrator Federal Programs Director	By June of 2020, a 100 % of the comprehensive counseling program will be completed.				
<p>Problem Statements: School Culture and Climate 1 Funding Sources: Title I Part A: Allocation - 1100.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 9) Students in community service agencies, day cares along with campus 3rd grade students, will be provided the opportunity to transition from: Community service agencies and day cares to Pre-kindergarten and Kindergarten. Campus 3rd grade students to visit CSI campus.	2.5	Campus administrator Counselors	By May of 2020, 100% of community service agencies, day care facilities and 3rd grade students will be given the opportunity to visit the designated campus.				
	Problem Statements: School Culture and Climate 1						
10) CSE Kindergarten - third grade students will be given the opportunity to participate in the schools required physical activity program (45 minutes per day). Pre-kindergarten students (30 minutes per day) will have an opportunity for physical activity daily.	2.6	Campus Administrator Campus Physical Activity Teacher	By May of 2020, 100% of 3rd grade students will be assessed using the fitness gram evaluation tool.				
	Problem Statements: School Culture and Climate 1						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students at CSE are requiring more interventions based on identified needs. Root Cause 1: CSE has a high Hispanic population, special education and at-risk numbers have increased, while bilingual numbers decreased. CSE has an increase in students with social and emotional concerns coming from community service agencies.
School Culture and Climate
Problem Statement 1: The campus has not leveraged diverse stake holders to review current SEL practices. Root Cause 1: Lack of proactive approach toward SE student needs.
Parent and Community Engagement
Problem Statement 1: CSE had 2,077 parents attend last year, but this is only about 50% of the same parents attending parent and family engagement events. They would like multiple forms of outreach (Remind, phone calls, face to face, or messenger call outs) Root Cause 1: Determine other avenues to reach all parents of CSE students to attend Parent and Family Engagement events.
Problem Statement 2: CSE parents would also like homework help support. Root Cause 2: Parents are not understanding the homework, therefore they are having difficulty helping their children at home.
Problem Statement 3: CSE Social Studies and Science teachers have not been able to utilize the curriculum to its full potential to deliver a broad array of teaching strategies. Root Cause 3: Based on CSE review/evaluation of science and social studies curriculum/planning/assessments - teachers do not have enough minutes in the day, resources and evaluation tools.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	8	SpEd teachers will provide direct supervision to Instructional Assistants who provide inclusion support; provide time for speech language pathologist to consult with gen. ed. teachers to discuss student issues.
1	1	13	The campus will utilize Instructional Officers to provide coaching opportunities for classroom teachers. Instructional Officers will receive and attend professional development. The campus will utilize instructional officers to provide coaching opportunities for classroom teachers. Strategy will address closing the achievement gaps for identified students and addressing comprehensive needs assessment.

State Compensatory

Personnel for Carrizo Springs Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ACRUZ	para-professional PK	SCE	1
AMARTINEZ	PK TEACHER	SCE	1
bgalvan	para-professional 3rd grade	SCE	1
CSALINAS	2ND-3RD GR INTERVENTIONIST	SCE	1
DMUNOZ	K/1ST INTERVENTIONIST	SCE	1
DRUIZ	para-professional PK	SCE	1
DSERNA	para-professional PK	SCE	1
ERANSOM	3RD GRADE AT-RISK INTERVENTION	SCE	1
GNIETO	para-professional PK	SCE	1
ISCHELL	PARA-INTERVENTION	SCE	1
JCRUZ	PK TEACHER	SCE	1
JFLORES	PARA - INTERVENTION LAB	SCE	1
lcontreras	para-professional 2nd grade	SCE	1
MCRUZ	para-professional CSI Intervention	SCE	1
MECASTRO	PK AIDE	SCE	1
MGVILLARREAL	para-professional Kindergarten	SCE	1
MSALINAS	para-professional Kindergarten	SCE	1
PRODRIGUEZ	para-professional 1ST grade	SCE	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
SJMARTINEZ	PK TEACHER	SCE	1
VRUBALCAVA	PK TEACHER	SCE	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Elisa Martinez	Campus Principal
District-level Professional	Sandra Uriegas	Federal Programs Director
Administrator	Jose Talamantez	Assistant Principal
Administrator	Angelica Doak	Assistant Principal
Non-classroom Professional	JoAnn Sosa	Counselor
Non-classroom Professional	Anna Morones	Counselor
Classroom Teacher	Alma Salazar	3rd Grade Teacher
Classroom Teacher	Elizabeth Villalobos	3rd Grade Teacher
Classroom Teacher	Veronica Rodriguez	2nd Grade Teacher
Classroom Teacher	Samantha Castano	1st Grade Teacher
Classroom Teacher	Antonia Martinez	PK Teacher
Classroom Teacher	Carol King	Special Ed Teacher
Parent	Albert Sosa	Parent
Community Representative	Anita Franco	Community Member

Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Personnel salaries		\$129,000.00
1	1	5	Personnel		\$175,000.00
1	1	5	Supplies	5000.00	\$5,000.00
1	1	5	Travel		\$3,000.00
1	1	9	Summer School Salaries (teachers and para-professionals)		\$110,000.00
1	1	9	Supplies		\$3,000.00
1	1	12	Salaries		\$5,000.00
1	1	14	pk library books		\$8,000.00
Sub-Total					\$438,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Salary		\$10,000.00
1	2	1	Math curriculum - Sharon Wells		\$36,411.52
1	2	1	Math Curriculum - Pearlilzed math		\$18,145.00
2	1	1	Travel		\$12,000.00
Sub-Total					\$76,556.52
Title I Part A: Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Personnel - extra duty pay		\$5,500.00
1	1	7	Region 20 Co-operative		\$5,700.00
1	1	13	Salaries		\$238,000.00

Title I Part A: Allocation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Salaries		\$232,000.00
1	1	15	Travel		\$17,000.00
1	1	16	Paraprofessional training		\$3,300.00
1	1	17	principal training		\$700.00
1	1	19	Training and PD		\$30,000.00
1	1	20	Strategic Compensation Plan		\$125,000.00
1	1	21	Talent Ed		\$2,425.00
1	2	2	Strategic Compensation Plan		\$125,000.00
2	1	2	Region 20 Contract		\$42,500.00
2	1	2	Mentor Stipend		\$10,000.00
2	1	3	Region 20 Contract		\$42,500.00
2	1	3	Mentor Stipend		\$10,000.00
3	1	1	Travel		\$17,000.00
3	1	3	Travel		\$3,000.00
3	1	4	Supplies		\$3,000.00
3	1	5	Supplies		\$3,000.00
3	1	8	Region 20 Consultants - technical assistance		\$1,100.00
Sub-Total					\$916,725.00
Title I Part A: Parent Involvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Family Engagement		\$2,000.00
3	1	4	Federal Programs Service Coordinator Salary		\$29,000.00
3	1	7	Supplies		\$1,000.00
Sub-Total					\$32,000.00

Title I, Part A Allocations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training for teachers to improve reading and writing instruction.		\$3,000.00
1	1	2	Reading Plus		\$12,450.00
Sub-Total					\$15,450.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Teacher extra duty pay		\$17,000.00
Sub-Total					\$17,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Personnel Salaries		\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	6	Supplies		\$300.00
Sub-Total					\$300.00
Grand Total					\$1,496,031.52