

# 2017-18 Campus Improvement Plan

## Carrizo Springs Elementary School

School Name

## Carrizo Springs Consolidated Independent School District

District Name



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## **Mission Statement**

### **Carrizo Springs Consolidated Independent School District's Mission Statement**

CSCISD will provide every child superior quality education in a safe environment to inspire students to reach their goals.

### **Carrizo Springs Elementary School's Mission Statement**

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

## Carrizo Springs Elementary School Campus Improvement Plan

### Comprehensive Needs Assessment

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

#### Campus Demographics

The staff at Carrizo Springs Elementary School include 49.6 teachers, 20 paraprofessionals, and 3 administrators. The student population is 4.0% White, .5% African American, 94.4% Hispanic, .5% Asian, and .1% Native American. Additionally, the campus serves 75.4% economically disadvantaged students, 5.5% special education students, and 9.7% Limited English Proficient students. Attendance rates include .5% African American, 94.4% Hispanic, 4% White, and 75.4% economically disadvantaged. The most current data indicate the campus has a 15.1% mobility rate.

The following data were reviewed in relation to campus demographics:

TAPR, 3rd grade student enrollment by subpop

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

Programs are in place to address special pops, specifically Sped, Gifted, Dyslexia, Migrant, At Risk, Bilingual/LEP, 504, Economically disadvantaged.

1. Enrollment- small decline in student enrollment for the last years.
2. Gender- PK- ( ) K-( M-40, F-40), 1st-(M-76, F-86), 2nd- (M-80, F-77), 3rd- (M-84, F-78), Ethnicity & Other (top)
3. Enrollment declined for the last 3 years due to student population mobility.
4. Special Programs Numbers- ELL- 73, GT - 19 SPED - 42
5. Special Program Data-Economically disadvantaged 75.4%, ELL 9.7%, GT 2.5% Special education 5.6%
6. Data on exit students from special programs? 12 students were exited or reclassified from parental denials from bilingual program.
7. At-Risk Students& category? 78.1%
8. Mobility Rate- 15.1%, Stability Rate- 84.9%
9. Mobility Rate- Oil Working Families & Migrants. Stability Rate- Local families
10. Small community students families have been in the area for generations.
11. Staff Demographics- teachers 46.8, professional support 6.3 campus admin 3.3. Total Minority staff 74.9; African American 0, Hispanic 43.4,white 2.3, American Indian 0, Asian 0, Pacific Islander 0. Two or more races 1. Males 6.9 females 39.9. Bachelors degree 41.9, masters degree 4, doctorate .9. Teaching experience Beginning teachers 1, 1-5 years experience 6.7, 6-10 years experience 11, 11-20 years experience 17.7, over 20 years experience 10.3.
12. student teacher ratio  
kinder 19.1  
1st grade 21.0  
2nd grade 19.4  
3rd grade 20.3

Areas of need include:

Math and reading instruction to raise student engagement and achievement  
Target special pops that need assistance in math and reading  
all grade levels need uninterrupted instruction during reading and math

### **Use of Quality Data to Drive Instruction**

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

3rd grade STAAR Math: 61% 3rd grade STAAR Reading:58%

Index 1: All student groups scored 55% below the 60% Standard in reading

Index 2: The ELL student group scored 42% the target score of 32.

Index 4: The campus earned a score of 19.

Read 360 reading and math scores

Istation reports

Writing professional development needed to provide strategies to prepare students for their grade level and prepare them for the next grade level.

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

Implementation of supplemental math resource, Sharon Wells and Pearlized Math, implemented in August of 2016 for Math 1st - 3rd. Math manipulatives to teach math concepts and help students master concepts being taught in the classroom.

Aligned math curriculum with new math assessment procedures put in place in August 2016.

TELPAS 2017 indicates 3rd grade: 14 advanced high in reading 10 advanced high in writing, 8 advanced in reading and 10 advanced in writing, 3 intermediate in reading 7 intermediate in writing 4 beginner in reading and 2 beginner in writing. Index 2 shows need to monitor ELL progress in English Proficiency.

need for professional development to teach methodology to implement rigorous k-3rd reading curriculum. Need professional development to show teachers how to teach reading. Some teachers feel they were just put into the classroom without any support.

Need professional development through Edivate Teachers and staff can get professional development through the use of online resources. . Resource can be used by staff to fulfill professional development needs through compliance and need in the classroom. Paraprofessionals can access Edivate to gain professional development in reading and math strategies.

Need resource for math and reading for RTI time.

Need bilingual dictionaries for bilingual students to be successful in the classroom

Due to low math and reading scores students will need extended learning through the summer. Extended learning will be for students not meeting standards. At risk, special education, and migrant students.

To increase writing skills for the next grade level to be successful on their next grade level.

Summer school staff

J. Cruz

Bilingual (PK),M. Castro Bilingual (PK) Aide,G. Nieto 3rd Grade Aide, S. Riojas Kinder Teacher, B. Alejandra Kinder Teacher, Isaneli Hernandez 1st Grade Teacher, E. Martinez 1st Grade Teacher, C. Gonzalez 2nd Grade Teacher, J. Villanueva 2nd Grade Teacher, Angie Jaime 3rd Grade Teacher, M. Jimenez 3rd Grade Teacher, E. Menchaca 3rd Grade Teacher, E. Villalobos 3rd Grade, B. Galvan Aide – 1, V. Cruz Aide – 2, L. Contreras

Aide – 3, N. Galan Aide – 4,

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Areas of need include:

All grade levels to align math curriculum and provide a strong foundation in math. Need training for math through region 20 Math Academies.

Increase reading scores campus wide, including fluency and comprehension. Need professional development in the area of improving reading skills and writing skills where teachers will attend the Literacy Academies in the summer as well the Balanced Literacy Academy.

Provide training for the writing academy

Training in writing from region in writing. English Language Arts & Reading (ELAR) LETRS Modules

Provide interventions and differentiate for all levels of students

Math manipulatives for Pearlized Math for kinder to grasp skills and concepts being taught.

Classroom sets of library books not enough books for students. Through reading children learn a wealth of background knowledge about many different things and come to understand stories and nonfiction structures. Observe the essential of English grammar and expand vocabulary.

### **School Culture, Climate, and Organization**

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

classroom observations PBIS surveys from parents and students, EQUITY PLANNING Meeting

Classroom observations of Kinder teachers to improve quality of instruction

Use PSP to help with data disaggregation and intervention strategies.

Discipline training teachers and administrators

Provide Clear touch screens for all classrooms:

Need Up to date technology to provide real world connections to material being taught in the classroom. Promoting exciting engaging classroom activities through interactive integration in all subjects via the web.

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

\*Attendance and tardies have a direct impact on student learning

\*Students are arriving late causing Interruptions in daily schedules

\*Intercom system in Pre-K area is not working.

#### Incentives for attendance and reading AR program

Excessive amount of paperwork is contributing to low morale in teachers. Repetitive data is being asked for on different forms, teachers want less paperwork by being able to just print out reports from AWARE this reduces paperwork.

1. How do students describe the school climate? How does this compare to staff?

Students feel safe and comfortable staff feels safe at the campus.

2. What evidence is there that students and staff are collectively aligned with the vision and mission of the school? Good attendance, successful parental involvement events. Teachers planning together, gains in math.

3. How do students and staff describe attitudes, respect, relationships, belonging, support etc? How does this data compare across groups? Which groups respond in which manner? All students respond positively no major discipline problems, Campus promotes anti bullying.

4. What does the data reflect regarding student behaviors, discipline, etc? Most students comply, most discipline problems occur on the bus.

5. To what degree do students and staff feel physically safe? Students and staff feel safe.

6. What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc? Teachers and staff have high expectations for all students.

7. Which students are most satisfied with the schools culture and climate? How does this compare to the students attendance, tardies, and other behaviors. Some students come in tardy but overall campus has good attendance rate and behavior.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? Some teachers have good discipline. Teacher take care of their discipline in their classrooms.

9. What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received? N/A

10. What students are involved in extracurricular, club and other areas? Who are these students? What does student achievement reflect about these students versus other who are not involved? Some students participate in UIL, activities. These students performed well & brought home medals.

11. What are the students and staffs perceptions of facilities and the physical environment? What is the impact of the facilities on culture and climate? School looks good pleasant environment. Facilities are nice and clean.

#### Areas of need include:

\*Safety no intercom for pk wing teachers can't hear announcements when done in the morning and can't hear when there is an emergency going on.

\* attendance, tardies and leaving early

\*Scheduling not enough aides to cover duties during lunch. When aides are out counselors and principals do duty, however when anyone is out duty is very limited.

Less paperwork for teachers.

#### Leadership Effectiveness

The following data were reviewed in relation to Leadership Effectiveness:

\*Student achievement scores

\*Technology knowledge

\*Data disaggregation

\*TTESS expectations

\*Teacher Attendance Reports

\*Retention Plan for teachers

Recruitment of Teachers, especially with specialized certifications, i.e. Bilingual, Special Education



Provide and/or attend professional development activities that improve the knowledge of both teachers and principals and para-professionals, to improve teaching practices and student academic achievement: such as effective instructional strategies, methods, skills, State academic content standards, student achievement and preparing students for State Assessment; to address the needs of students with different learning styles.

Provide training for para-professionals in areas of small group instruction, Sharon Wells, working with interventions in the classroom and core subject areas of math, science, ELA and Social Studies.

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

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

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

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

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

Provide training for pk and kinder teachers in early childhood practices that improve climate, culture, and outcomes for teachers. PD on developmentally appropriate practices for young children to improve student's performance.

Provide training for all teachers, instructional facilitator and administrators to support data disaggregation in the classroom to make decisions based on data.

Provide training for reading and writing instruction in the classroom to support teachers master the level of differentiation for students in the classroom. The Writing Academy.

Provide training for reading and math through region 20 for reading literacy academies and math academies.

Provide training through Edivate in reading, math, writing, classroom management, etc.

Provide training for administrators on Literacy Academies to hold teachers accountable on what they learned at Literacy Academies.

Provide training for principals on discipline, law, budget, documentation skills, crisis management training. New Principal Academy

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

\*Professional development is needed in reading and math for the entire campus. All staff need updates in content areas, Sped., Dyslexia, GT. data disaggregation, technology early childhood practices

\*Teachers need assistance in meeting TTESS expectations and a variety of learning experiences and learning centers.

Areas of need include:

\*Professional development of math and reading academies and follow up; update the rest of staff. Staff attending PD will share with grade level during PLC Meetings.

\*Planning before school starts to work on curriculum

### **Family and Community Engagement**

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

Multiple school calendars, observations, surveys,

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

\*Multiple opportunities for parental involvement throughout the year, open house, meet the teacher, doughnuts for dads, muffins with mom, Texas reads one book, STAAR night, math night family fun night, benchmarks report night, GT show case, public schools week, career day. etc.

Family Engagement / Informational Meeting for Pre-K Parents and Activities planned for 5 sessions throughout the year..

\*Parental involvement in home-school projects

PTCO provides incentives for teachers: including meals, birthday help in classroom

Areas of need include:

- \*Create a school calendar of events
- \*More parental involvement recognition
- \*Extend Parental Involvement activities from PK to upper grades

### **Academic Performance**

The following data were reviewed in relation to Academic Performance:

Math benchmark/CBA data, mini assessments, Istation, STAR 360, Renaissance reports. Student writing process and writing timeline

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

- \*Math scores are low campus wide

Teachers in kinder were not doing math during their computer lab time. Math assessments for kinder students were found to be invalid based on the way different teachers assess their students.

- \*Students are reading below grade level, students still being assessed at the early literacy level. Students not reading.

Teachers need planning time to plan out the six weeks ahead of time and focus their planning on reading.

- \*Saxon Phonics refill kits need to be reordered and schedule time for phonics instruction.

- \*Need supplemental science material

Need to address resource for Tier 2, Recent Training (Renaissance) received by grade level representatives

Areas of need include:

Pearlized Math for Kinder for next school year to align all grade levels in math. Need supplemental math program to help students advance in math skills. Need a more structured model for math instruction.

Also to provide more rigor to kinder garden students.

- \*Snap words for Kinder sight words

- \*Saxon Phonics refills

- \*Order Stemsopes

- \*Order chart tablets and date stamps for daily news/message of the morning.

- \*Campus training by Renaissance representatives for Tier 2 Resource

### **School Climate**

The following data were reviewed in relation to School Climate:

master schedules

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

- \*GLCs in each grade level
- \*Committees in place for PBIS, Attendance, etc.
- \*Upkeep Paw Store

Areas of need include:

- \*Behavior Unit / Specialized behavior training

Sensory room needed, room where students who have ADHD or autistic need time to relieve energy in order to focus in the classroom.

### **Increase Learning Time**

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

CBA's, Benchmarks, universal screeners, I-Station, Renaissance reports

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

Target instruction during tutorial time in the morning and during in school tutorial times.

Areas of need include:

materials for interventions for students who can not read, instructional assistance during RTI to target instruction with tiered students.

### **Teacher Quality**

The following data were reviewed in relation to Teacher Quality:

Equity planning meeting. Years of teacher experience and out of field teaching.

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

Teachers need mentors to help teacher succeed in the classroom. Provide opportunities for teachers to observe other teachers. Teachers need PD in Literacy Academies and Balanced Literacy.

Areas of need include:

PD in Literacy Academies and Balanced Literacy

**Reading**

2015-16 Reading STAAR Results														2016-17 Reading STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters			
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%												
All	3	163	1372	65	40	132	81	98	60	31	19	13	8	195	1377	89	46	106	54	53	27	28	14		
Hispanic/American	3	153	1366	63	41	128	84	90	59	25	16	10	7	184	1374	86	47	98	53	48	26	25	14		
Asian	3	0												0											
Black or African American	3	1												1											
Native Hawaiian or Other Pacific Islander	3	0												0											
White	3	7	1404	2	29	4	57	5	71	3	43	1	14	9	1421	3	33	6	67	4	44	2	22		
Two or more races	3	2												1											
Economically Disadvantaged	3	97	1360	39	40	83	86	58	60	14	14	3	3	149	1355	76	51	73	49	32	21	13	9		
Limited English Proficiency	3	19	1373	8	42	14	74	11	58	5	26	2	11	22	1446	7	32	15	68	9	41	7	32		
Special Education	3	3												17	1261	14	82	3	18	1	6	1	6		
At-Risk	3	86	1337	45	52	77	90	41	48	9	10	3	3	127	1332	77	61	50	39	21	17	13	10		

**Writing**

2015-16 Writing STAAR Results														2016-17 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters			
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%												
All	3	163	1372	65	40	132	81	98	60	31	19	13	8	195	1377	89	46	106	54	53	27	28	14		
Hispanic/American	3	153	1366	63	41	128	84	90	59	25	16	10	7	184	1374	86	47	98	53	48	26	25	14		
Asian	3	0												0											
Black or African American	3	1												1											
Native Hawaiian or Other Pacific Islander	3	0												0											
White	3	7	1404	2	29	4	57	5	71	3	43	1	14	9	1421	3	33	6	67	4	44	2	22		
Two or more races	3	2												1											
Economically Disadvantaged	3	97	1360	39	40	83	86	58	60	14	14	3	3	149	1355	76	51	73	49	32	21	13	9		
Limited English Proficiency	3	19	1373	8	42	14	74	11	58	5	26	2	11	22	1446	7	32	15	68	9	41	7	32		
Special Education	3	3												17	1261	14	82	3	18	1	6	1	6		
At-Risk	3	86	1337	45	52	77	90	41	48	9	10	3	3	127	1332	77	61	50	39	21	17	13	10		

English I

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

English II

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

Mathematics

2015-16 Mathematics STAAR Results													2016-17 Mathematics STAAR Results										
Student Group	Grade Level	# Students Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				2016 Standard		Final Recommended		2016 Standard		Final Recommended		Final Recommended				#	%	#	%	#	%	#	%
				#	%	#	%	#	%	#	%	#	%										
All	3	165	1385	76	46	140	85	89	54	25	15	13	8	196	1399	77	39	119	61	51	26	24	12
Hispanic/	3	154	1374	74	48	137	89	80	52	17	11	8	5	185	1397	75	41	110	59	48	26	23	12
American	3	0												0									
Asian	3	0												0									
Black or	3	1												1									
Native	3	0												0									
White	3	8	1517	2	25	3	38	6	75	5	63	4	50	9	1433	2	22	7	78	3	33	1	11
Two or	3	2												1									

Economica	3	98	1371	47	48	87	89	51	52	11	11	5	5	149	1383	65	44	84	56	32	21	13	9
Limited	3	19	1392	8	42	16	84	11	58	3	16	1	5	22	1464	6	27	16	73	11	50	6	27
Special	3	3												17	1265	14	82	3	18	2	12	1	6
At-Risk	3	87	1360	43	49	81	93	44	51	6	7	2	2	128	1353	67	52	61	48	21	16	10	8

Algebra I

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

Science

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

Biology

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

**Social Studies**

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

**U.S History**

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

## Goals and Strategies

**Subject Area:**

**Student Performance**

**District Priority:**

- Goal 1 – CSCISD will promote academic excellence through a rigorous, challenging, engaging and technologically advanced curriculum and instruction.
  1. Exceed state standards
  2. Data utilization/intervention (RTI)
  3. Curriculum alignment
  4. Cohort tracking
  5. Close achievement gaps for special populations to include Special Ed, economically disadvantage, migrant, and LEP students

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

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

All students will graduate from high school.

**Campus Performance Objective:**

- o Performance objective 1 – Continue to increase STAAR reading and math scores to meet or exceed state expectations in all 4 indices and earn a designation distinction.
- o Performance Objective 2: Continue to implement writing across the curriculum for all grades (Writing Process, Writing Timeline, Writing Portfolios).
- o Performance Objective 3: Provide researched-based professional development to strengthen educational delivery capacity to support differentiated instruction (PBMAS: differentiated instruction, oral language development, reading comprehension, RTI, and positive behavior).
- o Performance Objective 4: Implement oral language instructional strategies to enhance reading student comprehension and fluency (Grades PK-3rd) (I-Station).
- o Performance Objective 5: Implement technology in the classroom to support student achievement and differentiated instruction (I-Pad Initiative, student learning-centers, and Renaissance reading program).
- o Performance Objective 6: Implement Pearlized Math Curriculum in Kinder and 1st grade, and Sharon Wells Math Curriculum in 2nd and 3rd grades to provide curriculum alignment support.

STAAR 2016-17 Actual  
Reading 58% Math 61%

ISTATION  
Kinder 1st Grade 2nd Grade6

60%  
55% Listening comp.  
60%  
Fluency  
65% Comp.  
39% Fluency  
76% Comp  
61%  
Goal  
2016-2017 62% 62% Istation  
  
70% 70%            70% 70%  
70%

**Formative Evaluation:**

Performance Reports (STAAR, I-Station, TELPAS, PBMAS, TAPR)

**Legend to Review (date)**



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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>1 80% of teachers by June 2018 will implement Lead4ward common academic vocabulary word walls and/or focus walls in every classroom; and the use of the Instructional strategies Playlist.</p> <p>PK - letter walls, labels, focus walls; objective wall</p> <p>Kinder -labels, focus walls, word wall, objective wall(Lead4ward), Dolch/high frequency word wall;</p> <p>1st grade - focus walls, word wall, objective wall (Lead4ward), Dolch word wall</p> <p>2nd grade - focus walls, word wall, objective wall (Lead4ward), Dolch word wall</p> <p>3rd grade - focus walls by genre as introduced, Lead4ward academic common words and objective walls</p>	All Grade Levels teachers, Administration	November 30, 2017	Fluency tests Weekly vocabulary tests (2nd and 3rd) Progress monitoring Walkthrus	By the end of year 1, 100 % of all teachers would have implemented the required academic walls. Pre-k teachers will incorporate letter walls, labels, focus wall. Kinder - labels focus walls word wall 1st grade - , focus walls, word wall, objective wall (Lead4ward), Dolch word wall 2nd grade - focus walls, word wall, objective wall (Lead4ward), Dolch word wall 3rd grade - focus walls by genre as introduced, Lead4ward academic and common words		4000-4999: Books And Supplies	LCFF - Base	1687.91
<p>2 100% of third grade teachers will supplement the Reading initiative by using chromebooks with Accelerated Reader for At risk, Migrants, &amp; LEP students. 50% of GT teachers will host a GT Showcase twice per year; fall/spring.</p>	ELA Teachers	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Reading logs, AR goals/points	100% of all third grade teachers, by end of year 1, will have a classroom set of chromebooks for students to use as a supplement to the Reading initiative for Accelerated Reader for At Risk, Migrant, & LEP students. At the end of year 1, 100% of GT Teachers will host a GT Showcase twice per year; fall/spring.	AR, Library, books, teacher created activities, ebooks no funds tied to the activity. 5Reading  AR incentives \$500 per grade level (1st-3rd). Reading	4000-4999: Books And Supplies	LCFF - Base	1500

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
3 95% of teachers will be provided & attend professional development to address fluency and phonics reading readiness standards, based on Istation results to including training in Fig. 19D and E, writing, ....	ELA Teachers	November 30, 2017 Date reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Walk throughs BOY,MOY,EOY assessments, CBA's, EOY assessments	100% of the teachers have attended by end of year 1,professional development to address fluency and phonics reading readiness standards, based on Istation results to including training in Fig. 19D and E, writing, ....	Rachel Reyna	5800: Professional/Consulting Services And Operating Expenditures		800
					Kelly Harmon \$175 per person Reading	5800: Professional/Consulting Services And Operating Expenditures	None Specified	1400
4 100% of the instructional aides will provide direct instructional support for PK 50% (Full Day PK); SCE aides will provide direct instructional support for at-risk students	All teachers	November 30, 2017 Date reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Progress Monitoring CLI Engage IstationK-2 STAAR 3rd SCE Student log paraprofessionals log book.	100% Instructional aide by end of year 1 will provide direct instructional support for PK 50% (Full Day PK); SCE aides will provide direct instructional support for at-risk students.	SCE funds PK Aides. Delivering Instruction	2000-2999: Paraprofessionals	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	51389
					Inst. Aides	2000-2999: Paraprofessionals	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
5 By May of 2018 100% of learning stations will be implemented by CSE Teachers and RTI staff to align to student needs for interventions and differentiated instruction in the classroom for all sub-pops and at risk students to increase academic scores. Everyone creates 1 learning center and shares it within the grade levels including centers from Istation. (completely creates and duplicates for all) at the beginning of school and each six weeks by TEKS	All Teachers	November 30, 2017 Date reviewed	Progress monitoring T-Tess Walk-Throughs COT Look-Fors Lesson Plans PLC Planning	100% of the teacher by end of year 1, will create learning stations aligned to student needs for RTI and differentiated instruction in the classroom for all sub pops and at risk students to increase scores. Everyone will have created 1 learning center and shares it within the grade levels including centers from Istation.. (completely creates and duplicates for all) at the beginning of school and each six weeks by TEKS				

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>6 By September of 2017 CSE Certified reading interventionists will address low performing reading skills 100% during the assigned tier time of the school day using STAR 360 student data to identify tier students every six weeks. Interventionist will also plan alongside reading teachers and will provide instructional reinforcement of weekly objectives delivered in the classroom.</p> <p>By August of 2017 100% of SCE Para-professionals will assist at-risk students under the direct supervision of a certified teacher.</p> <p>Use PSP to analyze data and develop intervention strategies for reading and math.</p>	Campus Administrator SCE Director Interventionist	<p>November 2017 Date Reviewed November 30, 2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed</p>	<p>Student Rosters, Student Achievement, Student CBA's, EOY Assessments, Benchmarks Walk-Throughs Program Reports, Student Logs</p>	<p>CSE certified reading interventionist will provide intervention 100% of the tier time by end of year 1, for each assigned student identified every six weeks according to STAR 360 student data. She will also provide reinforcement of weekly skills delivered by classroom reading teachers.</p> <p>100% of SCE Para-professionals by end of year 1, will assist with at-risk students under the direct supervision of a certified teacher.</p> <p>Reading scores will improve to 65% and Math scores will improve to 70%</p>	<p>Certified teacher, Staffing data, Star 360 data. Reading &amp; Delivering Instruction</p> <p>Reading and Math STAAR scores</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Para-professionals</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)</p> <p>State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)</p> <p>Local Categorical</p>	<p>125,000.</p> <p>58389.0</p> <p>4,000</p>

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources				
					Commissioner's Priority	Type	Funding Source	Amount	
7 By August of 2017, 75% of the certified SpEd teachers will provide direct supervision to Instructional Assistants who provide inclusion support; master schedule ensures students are assigned classes and receive support services as indicated on IEPs; provide time for speech language pathologist to consult with gen. ed. teachers to discuss student issues.	Certified SpEd teachers	November 30, 2017 Date Reviewed 11/30/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Student schedules, Lesson Plans PLC Planning Agend Daily logs .	100% of the Certified SpEd teachers will provide direct supervision to by end of year 1, Instructional Assistants who provide inclusion support; master schedule ensures students are assigned classes and receive support services as indicated on IEPs; provide time for speech language pathologist to consult with gen. ed. teachers to discuss student issues.	Master schedule Sped Paras IEPs Speech Language Pathologist. Delivering Instruction				
8 By August of 2017, 100% of the Paraprofessionals will assist teachers in instruction, providing research-based individualized and/or small group instruction for at-risk students under the direct supervision of a certified teacher.	Principal	November 30, 2017 Date Reviewed 11/30/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Lesson Plans Walk-Throughs, Student logs book	By end of year 1 100% of the Paraprofessionals will assist teachers in instruction, providing research-based individualized and/or small group instruction for at-risk students under the direct supervision of a certified teacher.	Para's funded by State Compensatory Education to, help students in the classroom . Delivering Instruction.	2000-2999: Para-professionals	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	140,532	

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
9 By May of 2018, teachers will create 100% of the students writing portfolios which will be used to monitor progress on writing skills as outlined in the revised writing timelines. Labeled portfolios are needed for Sped., migrant and LEP students. Teachers will each get 5 chart tablets. GT program will have 2 showcases; one in the Fall and one in the Springs.	K-3 teachers Vice Principals	November 30, 2017 Date Reviewed 11/30/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Writing Timeline, Writing Checklist Portfolios	Teacher will create 100% of the students writing portfolios by end of year 1, which will be used to monitor progress on writing skills as outlined in the revised writing timelines. Labeled portfolios are needed for Sped., migrant and LEP students. Teachers will each get 5 chart tablets.	Reading Street prompts Writing timeline. Delivering Instruction  chart tablets \$20 each date stamper \$	4000-4999: Books And Supplies	4,000	
10 By October 2017, Principal / Vice Principals will collect 30% of samples, by January 30% will be collected, by March another 30% and by May 100% implementation completed of student writing portfolios that will be transferred from grade to grade (BOY, MOY, EOY) (Purple folders - graded, students' own writing, labeled by sub-pop)	All Teachers K-3	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Writing Purple folder Timeline	By end of year 1 Principal/ Vice Principals have collected student writing portfolios that will be transferred from, grade to grade (BOY, MOY, EOY) (Purple folders - graded, students' own writing, labeled by subpop)	Purple folders no funding tied to this activity. Folders provided by curriculum office. Delivering Instruction			
11 By August of 2017, 100% of the teachers will use grade level age appropriate lined paper for students on their writing samples throughout the school year.	All teachers PK-3	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	writing samples	By end of year 1, 100% of the teachers will use grade level age appropriate lined paper for students on their writing samples throughout the school year.	Lined paper no funding tied to activity. Delivering Instruction			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
12 By August of 2017, 100% of CSE teachers will use Campus non-negotiable curriculum: Math 2-3- Sharon Wells Kinder/1st Math-Pearlized Math 2-3 Reading-Reading Street/TEKS Resource Systems 1st Reading- Reading Street/ Reading Academies K-MATH-TEKS Resource System components K-Reading-Reading Street/Reading Academies. K-2 nd will use Saxon Phonics and weekly assessments to show a 5% growth during first year. Year 3-5 students will blend and improve fluency by 15%.	teachers, principal	November 2017 Date Reviewed 11/29/2017	CBA's Benchmarks Lesson Plans Walk Throughs Curriculum Allignment	100% of CSE teachers by end of year 1, will use Campus non- negotiable curriculum: Math 2-3- Sharron Wells Kinder/1st Math- Pearlized Math 2-3 Reading-Reading Street/TEKS Resource Systems 1st Reading- Reading Street/ Reading Academies K-Math-TEKS Resource System components K-Reading-Reading Street/Reading Academies. K-2 nd will use Saxon Phonics and weekly assessments to show a 5% growth during first year. Year 3-5 students will blend and improve fluency by 15%.	Saxon Phonics K	5800:	Title I	19960.00
		January 2018 Date reviewed April 2018			Sharon Wells Math Curriculum. Math/ Delivering Inst.	Professional/Cons ulting Services And Operating Expenditures		
		May 2018 Date reviewed			Pearlized Math Curriculum. Math/ Delivering Inst.	5800: Professional/Cons ulting Services And Operating Expenditures	Title I	22172.16
						4000-4999: Books And Supplies		13091.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
13 By August of 2017 100% of the designated teachers will implement the following: *CLI Engage- Houston Children Learning Institute. (PK) *Reading Academy(1st - 3rd) *GT update (K - 3rd) *Guided reading (K - 3rd) *Differentiated Instruction (PK - 3rd) *Lead 4ward 3di (K - 3rd) *T-TESS (PK - 3rd) *PBIS (PK - 3rd) *Countdown to ELAR STAAR (Workshop) (3rd) *ELAR observation training Reg 20 (PK - 3rd) *Splash conference early childhood (PK)	Pincipal/ Vice Principals, Teachers	November 30,2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Differentiated instruction in the classroom Walk Throughs Certificates Lesson Plans CLI Classroom Progress Reports PLC Planning student engagement student achievement	By end of year 1, 100% of the Pre-k teachers will implement CLI Engage with Houston-Children's Learning Institute 1st, 2nd, and 3rd grade teachers will implement Reading Academy GT update Guided reading Differentiated Instruction Lead 4ward 3di T-TESS PBIS Countdown to ELAR STAAR Workshop ELAR observation training Reg 20 Splash conference early childhood	Houston Children Learning Institute	5800: Professional/Consulting Services And Operating Expenditures	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	2300
					Reading Academies Region 20/Reading/Delivering Ins.	0001-0999: Travel	Title II Part A: Improving Teacher Quality	9816.24
					Rachel Reyna	5800: Professional/Consulting Services And Operating Expenditures		800
					Countdown to STAAR Workshop for ELAR. Delivering Ins.	5800: Professional/Consulting Services And Operating Expenditures	Title I	600.00
					Identify trends to plan/ support training 2 day observation ELAR. Delivering Inst.	5800: Professional/Consulting Services And Operating Expenditures	Title I	637.50
					Early childhood conference that informs teachers of current teaching trends to enhance the classroom and improve student's performance Delivering Instruction.	5800: Professional/Consulting Services And Operating Expenditures	Title I	13597.02



Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
14 By May of 2018, 100% of the Instructional Assistants at CSE will participate in PD training to improve job performance throughout the school year.	Principal/ Vice Principals	November 30, 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Student Achievements, Walk-Throughs, PD Agenda, PD Calendar	By end of year 1,100% of the instructional assistants at CSE participated in PD , to improve job performance throughout the school year.	Teacher Aides SCE funds	5800: Professional/Consulting Services And Operating Expenditures	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	700
					Paraprofessionals will use Edivate for trainings. Delivering Instruction.	5000-5999: Computer Software/Subscriptions	Title I	3495.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
15 By May of 2018 100% CSE Teachers will receive research based training for instruction/ reading/ math/ writing school year.	Principal/ Vice Principals, I.F./Mentors, Teachers	November 30, 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Benchmark Results/TELPAS Scores/STAAR	By end of year 1, 100% CSE Teachers continue to have research base training for instruction, reading/ math/ writing this school year.	Region 20 will provide training and conduct classroom observations. Delivering Instruction.	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	3500.00
					Region 20 LETRS Modules 1-3 pd for reading, writing and spelling in the classroom. Reading/ Delivering Inst.	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	150.00
					Writing Academy Kema	5800: Professional/Consulting Services And Operating Expenditures	Title I	5000.00
					Region 20 English Language Arts & REading LETRS Modules	5800: Professional/Consulting Services And Operating Expenditures	Title I	300.00
					Region 20 will provide training and conduct observations 211. Reading and Math/Delivering Instruction.	5800: Professional/Consulting Services And Operating Expenditures	Title I	3500.00
					The Pencil Ladies	5800: Professional/Consulting Services And Operating Expenditures	Title I	3175.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
16 By November of 2017, 100% CSE teachers provide extended day for bilingual, migrant, at risk. Tutors will assist both migrants and bilingual students in the classroom as per PFS list and needs	Teachers Principal/ Vice Principals	November 30, 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Benchmark Results/TELPAS/STAAR/ CBA's Special Pop. Student Roster Student/Tutor Special Pop. Schedules CSE Extended Day Form	100% CSE teachers by end of year 1, provide extended day for bilingual, migrant, at risk. Tutors will assist both migrants and bilingual students in the classroom as per PFS list and needs	SCE Bilingual Tutors. Delivering Inst	2000-2999: Classified Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	11000.
					Extended day SCE Delivering Inst	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	16000.
					Migrant – 212 Tutors. Delivering Inst	2000-2999: Para- professionals	Migrant Ed	11,000
17 By March of 2018, 100% of the Teachers will purchase classroom sets of library books based on TEKS per grade level and instructional supplies needed to build fluency and increase in 15% overall assessments .	Campus Administrators Campus IF	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Benchmark Results/TELPAS/ISTATIO NI/STAAR/CBA's	100% of the Teachers by end of year 1, will purchase classroom sets of library books based on TEKS per grade level and instructional supplies needed to build fluency and increase in 15% overall assessments .	library books	5700-5799: Technology	Title I	41,000.
18 By September of 2017, 100% of CSE data will be monitored on Star 360, Istation, DDR, and CLI Engage to create and implement interventions to monitor student success and assist in analyzing data.	Teachers Interventions teachers	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Star 360 Data Report TPRI Progress Monitoring Sheet K-2nd PK – CLI Engage RTI Staffings K-3	100% of CSE data is on Star 360, Istation, DDR, and CLI Engage interventions is being used this year to monitor student success.	STAR 360	5000-5999: Computer Software/Subscri ptions	LCFF - Base	14304.54
					Interventions	4000-4999: Books And Supplies	LCFF - Supplemental	1500.00
						5000-5999: Computer Software/Subscri ptions	LCFF - Base	3240.00
					Star Renaissance Reading and Math	5700-5799: Technology	LCFF - Base	2487.10

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
19 By October of 2017 100% of CSE Pre-K students will use the Math iXL Computer lab software to increase student achievement.	Campus Admin	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	I-Station STAAR	100% of CSE Pre-K student by end of year 1, have used the Math iXL Computer lab software to increase student achievement this year.	Istation PK-2nd Reading			4300
					StarFall			270
					Brain Pop Jr.			1350
					Discovery Education			
					Reading A-Z, RAZ Kids, Headsprout			
20 By September of 2017, 100% of all Pre-kindergarten Teachers will provide instruction in oral language development as part of their daily routine: Pre K aides will assist in providing direct instruction . PK will use the development Talkers to provide oral language. The high quality Pre-Kinder grant will be used to provide the resources needed such as materials, library books, Science resources/ supplies, Math this school year.	Principal/ Vice Principals, I.F., Teachers and Aides	November 30,2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Lesson Plans Walk Throughs CLI Engage	By end of year 1,100% of all Teachers will provide instruction in oral language development as part of their daily routine; Pre K aides continue to assist in providing direct instruction . PK continue to use the development Talkers to provide oral language. The high quality Pre-Kinder grant is used to provide the resources needed such as materials, library books, Science resources/ supplies, Math this school year.	PK teachers – 50% State Compensatory	2000-2999: Classified Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	115,736
			Walk Throughs Lesson Plans Check list		Grant			20,603.00
					PK aides – 50% State Compensatory/Delivering Instruction	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	115,736

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
21 By September of 2017, 100% of Kinder - 3rd Grade Teachers will Implement Renaissance Star 360 for reading and Early Literacy 360 to categorize student's tier .	All teachers, RTI Teacher	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	360 assessments Report in reading level BOY, MOY, EOY	By end of year 1, 100% of CSE Teachers Implemented Renaissance Star 360 for reading and Early Literacy 360 to categorize student's tier..	Star 360 program PD Learning progressions. Reading	5000-5999: Computer Software/Subscriptions	LCFF - Base	14,304.54
22  By November of 2017, 100% of the Prekindergarten teachers will use Clear touch to promote hands on learning and students will have an impact in student engagement and learning outcomes.  By March of 2017, 100% First, second, and third grade teachers will use Clear touch to promote hands on learning and students will have an impact in student engagement and learning outcomes.	Principal/ Vice Principal, Technology, Fed. Programs Director, I.F., Teachers	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	STAAR results	CSE invited 100% Bilingual Parents and students to iPad device initiative training to promote student learning.  100% of Prekindergarten First, second, and third grade teachers by the end of the year 1 will use Clear touch Clear touch to promote outcome to promote hands on learning and students will have an impact in student engagement and learning outcomes.	4000-4999: Books And Supplies  Training 212 Parent  Clear Touch  iPads Region 20 Training. Delivering Instruction.	5800: Professional/Consulting Services And Operating Expenditures  5800: Professional/Consulting Services And Operating Expenditures	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)  State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)  State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	2,000  2,175  33,570.00  1400  190,000.00
23 By August of 2017, 100% of the teachers will implement the High quality PK grant , which will utilize the following strategies to increase: * phonological awareness *the early literacy components of understanding/oral language development based on Kinder -2nd grade Istation reports.	Campus administrator IF Teachers	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	CLI Engage	By the end of year 100% of the teachers will implement the High quality PK grant will be used to increase phonological awareness the early literacy components of understanding/oral language development based on Kinder -2nd grade Istation reports.	PK Teachers and other proff. staff. Delivering Instruction	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	114,858.68

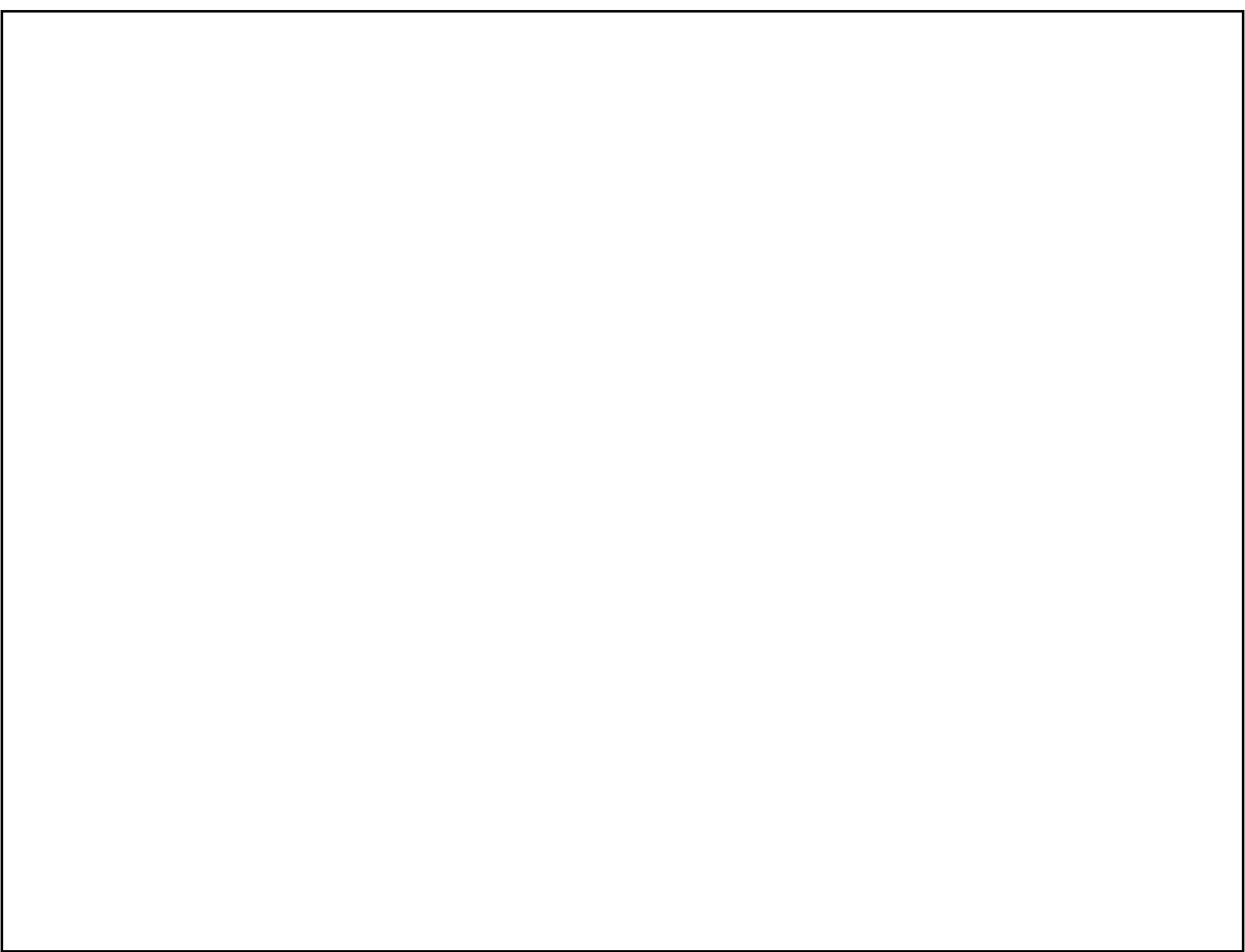
Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>24 By June of 2018, 90% of CSE Staff will attend Reading ELA and math academies At Region 20 based on 50% or more of the students enrolled are educationally disadvantaged as per TEA letter to the administrator addressed.</p> <p>Admins will attend Admin overview of Literacy Academies and Literacy Academies for reading.</p>	Campus administrators IF Teachers attending conference	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Benchmark results	CSE Staff will attend Reading ELA and math academies At Region 20 based on 50% or more of the students enrolled are educationally disadvantaged as per TEA letter to the administrator addressed.  Admins will attend Admin overview of Literacy Academies and Literacy Academies for reading.	Reading/Math Academies. Delivering Inst.  Reading/Math Academies. Delivering Inst.	0001-0999: Travel  0001-0999: Travel	Title II Part A: Improving Teacher Quality  Title II Part A: Improving Teacher Quality	9816.24  2000.00
<p>25 By August of 2018, CSE will hire an additional two part-time ELA interventionist to serve Kinder - 3rd at-risk students.</p>	Federal Programs Director and Principal	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Interventionist will serve at-risk students by Sept. 30th.	By the 2nd year or 3rd year Hire an additional reading interventionist to serve at-risk students.	1,2,4  interventionist/ Delivering Inst.	1000-1999: Certificated Personnel Salaries  1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)  State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	55,000  55,000
<p>26 95% of all students will be served by highly qualified teachers.</p>	HR/Principal	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	HR /HQ Report	By the end of the year 95% All students will be served by highly qualified teachers.	Delivering Instruction			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
27 By August of 2017 The Language Proficiency and Assessment Committee (LPAC) will analyze data during BOY/MOY/EOY and during GIST meeting for ELL students and determine levels of proficiency and support in order to close the gap. Population: LEP Attend LPAC training	Campus LPAC Committee	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	TELPAS Results	The Language Proficiency and Assessment Committee (LPAC) will analyze data for ELL students and determine levels of proficiency and support in order to close the gap. Population: LEP Attend LPAC training	LPAC Committee Training/Delivering Instruction	0001-0999: Travel	LCFF - Supplemental	300.00
28 By February of 2018, counselors will implement a character education program for migrant, and special pops students by utilizing books/resources that will promote good behavior, and social skills. r	Campus Principal counselor	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Time/effort sheet	By the end of the year 1, Counselors will implement 100% a character education program for migrant, and each special pops students by utilizing books/resources will promote good behavior and social skills. Also for	books/resources/ Delivering Inst	4000-4999: Books And Supplies	LCFF - Base	1000.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>29 By September of 2017, kinder - 3rd grade teachers will use manipulatives, phonics stations, vocabulary cards and level readers to improve math and reading skills during intervention time.</p> <p>ELA interventionist will utilize the following: * Read -it: By using READ-IT the children will be able to improve in phonological , fluency and vocabulary.</p> <p>*Reading A-z : The children be will be reading in grade level and increase comprehension skills, decoding and phonological awareness.</p> <p>*Student will be using iPads review prerequisite skills.</p>	<p>Teachers</p> <p>Intervention Teacher</p>	<p>November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed</p>	<p>Student Achievement, increases in student achievement on CBA's, STAAR Assessment.</p> <p>Student Achievement increases on CBA, STAR 360 and STAAR Assessment</p> <p>Student Achievement increases on CBA, STAR 360 and STAAR Assessment</p>	<p>The students will use manipulatives, phonics stations, vocabulary cards and level readers to improve math and reading skills.</p> <p>* Read -it: By using READ-IT the children will be able to improve in phonological , fluency and vocabulary.</p> <p>*Reading A-z : The children be will be reading in grade level and increase comprehension skills, decoding and phonological awareness.</p> <p>*Student will be using iPads review prerequisite skills.</p>	<p>3rd grade teachers and RTI intervention teachers/Delivering Inst</p> <p>At-Risk Intervention teachers/Reading &amp; Math/Delivering Instruction</p> <p>AT-Risk Intervention teachers/Delivering Instruction</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Title I</p> <p>State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)</p> <p>State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)</p>	<p>7200.00</p> <p>1260.00</p> <p>3511.00</p>
<p>30 By January of 2018 100% of Bilingual students will have dictionaries.</p>	<p>bilingual teachers</p>	<p>November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed</p>	<p>Student Achievement increase in english through the use of dictionaries to translate words</p>	<p>9, 2</p>	<p>Bilingual teachers/ Reading</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF - Supplemental</p>	<p>250</p>



Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
31 By February of 2018 100% of teachers will use Math manipulatives for Pearlized Math , to assist in grasping the skills and concepts being taught.	math teachers	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Student achievement through the use of manipulatives. Students use hands on techniques to grasp math concepts.	*Math manipulative: By having math manipulative for Pearlized Math the students will be able to work hands on and be successful with the math .	math teachers/ Delivering Instruction	4000-4999: Books And Supplies	Title I	12000.00
32 By May of 2018 66% of kinder teachers will have consistency using instructional strategies in the classroom, including but not limited to the following: core subjects, configuration of classroom for age appropriateness student assessments will be aligned (CBA's, EOY)	Admin	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Student Achievement, increases in student achievement on CBA's, 360 STAR, and istation Assessment.	By May of 2019 77% of kinder teachers will have consistency in their instructional strategies, (core subjects, configuration of classroom( age appropriateness) and how they assess the students will be aligned (CBA's, EOY).  By May of 2020 100% of kinder teachers will have consistency in their instructional strategies, (core subjects, configuration of classroom( age appropriateness) and how they assess the students will be aligned (CBA's, EOY).	2 & 4	5800: Professional/Consulting Services And Operating Expenditures	Title I	12,400.00
33 By January of 2018, a consultant will assist in reviewing data for third grade and assist teachers in aligning strategies in order to promote student success based on the A-F accountability system.	Admin	November 2017 Date Reviewed 11/29/2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Student Achievement, increases in student achievement on CBA's, 360 STAR, state Assessment.	By the end of year 1 A consultant has review 100% of the data for third grade teachers and advice the teachers what strategies are needed for the students to be successful in the state assessment	2,4			4,000.00



## Goals and Strategies

**Subject Area:** **Maximize Funding**

**District Priority:** Goal 2 – CSCISD will maximize funding, prioritize expenditures and allocate the necessary resources to meet the educational needs of all students.

1. Sustain effective financial stability
2. Timely financial reports
3. Monitor budget process
4. Comprehensive plan to address district financial budget
5. Facilities management

**Campus Performance Objective:**

- o Performance Objective 1: Align and monitor expenditures to meet campus goals, campus needs assessment and campus improvement plan (site based committee, district timelines and procedures).
- o Performance Objective 2: Collaboration of budget process with school community members to address campus priorities and needs (site based committee, grade level chairs, academic directors).
- o Performance Objective 3: Periodically revisit campus improvement plan as a reassurance of addressing financial allocations for campus needs.

**Formative Evaluation:** Campus Budget, CIP Expenditures

**Legend to Review (date)**

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
1 By August of 2017 100 % of Kinder - 3rd grade teachers will use the Lead4ward strategies for planning instruction.	Kinder-3rd Grades Teachers	November 30, 2017 Date reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Benchmarks, CBAs and STAAR, Istation	By the end of year 1, 100% will use the Lead4ward strategies for planning instruction to increase our scores	Lead4ward Data Driven Tools	5800: Professional/Consulting Services And Operating Expenditures	District Funded	25000
2 By May of 2018, Campus Administration will monitor 85% of k-3rd grade teachers on Lead4ward vocabulary implementation. 100% of Kinder - 3rd grade teachers will use Lead4ward academic vocabulary words in assessment tools.	Kinder-3rd grade teachers	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	vocabulary assessment CBA, EOY Assessments	By the end of year 1 100% of the teachers will implement academic vocabulary assessments.	Lead4ward vocabulary Teacher created quizzes, CBAs			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
3 By August of 2017, 100 % of Kinder - 3rd grade math teachers will utilize t Sharon Wells and Pearlized math program as their supplemental math program.	Kinder-3rd teachers	November 30, 2017 Date Reviewed November 30, 2017 January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	walk throughs	By the end of year 1,100 % of the teachers will use of Sharon Wells and Pearlized math program	Pearlized math			21000
					Sharon Wells math program			35000
					Manipulatives			88000
					Substitutes			
4 By November of 2017, 100 % of the data will analyzed and used for better classroom strategies to help our students meet academic state standards.be (all populations). PD will be provided based on academic needs in data room.	Instructional facilitator	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Istation STAAR EOY Assessments GIST Meetings LEP, Migrant, SPED, Special Programs and Gender, Eco Dis, At-Risk, Ethnicity Student Data Displayed	By the year 1, 100 % of the data will be Focused on all students and special populations in the data room; PD in data review	Professional Development			
					Data room			
5 By October of 2017, Reading Interventionists will provide direct instruction to 90% of Tier 3 at-risk students to assist with academic needs based on assessment tools.	Campus Administrator Instructional facilitator\ SCE Director	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Istation STARR Schedules Student Roster Strategies Student Progress 360	By the year 1, Reading Interventionists will provide direct instruction and in class support 100% of the time, provide strategies	2,4	1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	103,000.00
					SCE funds \$			
					Professional development			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources				
					Commissioner's Priority	Type	Funding Source	Amount	
6 As per calendar set by campus administration, 100% of Kinder - 3rd grade teachers will create accelerated intervention plans for individual students who were unsuccessful on STAAR or early reading assessments. Track students' progress in intensive programs of instruction and evaluate interventions used for effectiveness. Develop RTI procedures that ensure comprehensive student data is documented, evaluated by GIST committee to develop Tier groups, and used to develop intervention plans for individual students. Identify students with disabilities who are not on track to graduate with their class- monitor their attendance, grades, CBA's, benchmarks and state required assessments	General Ed teachers & Sped teachers IF Admin	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	Istation STAAR Star 360 Progress monitoring Develop AIP Plans	By the year 1, 100% Determine accelerated intervention plans 100% for individual students who were unsuccessful on STAAR or early reading assessments. Track students' progress in intensive programs of instruction and evaluate interventions used for effectiveness. Develop RTI procedures that ensure comprehensive student data is documented, evaluated by GIST committee to develop Tier groups, and used to develop intervention plans for individual students. Identify students with disabilities who are not on track to graduate with their class- monitor their attendance, grades, CBA's, benchmarks and state required assessments					
7 As per district time line, campus counselors will be provided opportunities to analyze migrant student educational data and provide supplemental activities	Campus Administrators Migrant Director counselors	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	progress monitoring through aware reports and Data Room	By the year 1, provide opportunities 100% for counselors to analyze migrant student educational data and provide supplemental activities	2  Counselors	1000-1999: Certificated Personnel Salaries	Migrant Ed	45,000.00	

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
8 100% of All students will be served by highly qualified teachers.	HR/Principal	November 30, 2017 Date Reviewed January 2018 Date reviewed April 2018 Date reviewed May 2018 Date reviewed	HR/HQ Report	By the year 100% of All students will be served by highly qualified teachers.				

## Goals and Strategies

**Subject Area:** Safe Environment

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

**Campus Performance Objective:**

- o Performance Objective 1: CSE will continue supporting anti-bullying awareness (Project Wisdom, PBIS, counselors’ activities, college awareness activities)
- o Performance Objective 2: Maintain a safe and orderly environment for all students and staff (campus/district Emergency Operational Plan)
- o Performance Objective 3: Maintain parental involvement to support student achievement (HB5 Parent and Community Engagement Survey, district parental involvement survey)
- o Performance Objective 4: Increase student attendance by at least 1% (Attendance Matters Campaign—campus initiatives)

Attendance: 2014-2015: 94.8%    2015-2016: 95 %    2016-2017 Goal: 96%    2017-2018 Goal 98%

**Formative Evaluation:** PEIMS, Attendance Reports, Truancy Officer Data, PBMAS, TAPR

**Legend to Review (date)**

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner’s Priority	Type	Funding Source	Amount
1 By October of 2017, Counselor will offer guitar lessons to 5% of students in campus to encourage good behavior and attendance	Counselor, administration	November 30, 2017 Date reviewed January Date reviewed April Date reviewed May Date Reviewed	attendance percentage	By the year 1 Counselor will offer guitar lessons to 5% of students in campus to encourage good behavior and attendance	4		improve low performing schools	None Specified

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
2 By August of 2017, 100% of CSE teachers will continue to implement discipline plan, relaunch PBIS and paw incentives	Admin PBIS committee, staff	November 30, 2017 Date reviewed January Date reviewed April Date reviewed May Date Reviewed	Reduction of number of discipline referrals	By the year 1, 100% continue to implement discipline plan, relaunch PBIS and Paw incentive	4	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	2,500
3 By August of 2017, 100 % of the emergency plan/emergency contact charts/escape plans Include electrical safety will be updated. Preparation for actual emergencies (video clips, presentations) Plan - Steps for prolonged lockdown (restroom)	Admin. Emergency management committee	November 30, 2017 Date reviewed January Date reviewed April Date reviewed May Date Reviewed	Documentation of drills	By the year 1, 100% update emergency plan/emergency contact charts/escape plans Include electrical safety Preparation for actual emergencies (video clips, presentations) Plan - Steps for prolonged lockdown (restroom)		Campus police Counselor, custodian, nurse, admin, office personnel, and staff classroom keys		
4 By May of 2018, 100% of PK - 3rd grade students will receive character education lessons in the classroom provided by school counselors based on character lessons selected by grade level teachers	Counselors & Admin	November 30, 2017 Date reviewed January Date reviewed April Date reviewed May Date Reviewed	reduction in the number of discipline referrals	By the year 1, Character education lessons will be provided every six weeks by school counselors based on grade level teacher input		Delivering Instruction		
5 By March of 2018,100 % of CSE parens will receive an awareness pamphlet on bullying, 3rd grade students will have access to IPADS to report bullying.	Counselors	November 30, 2017 Date reviewed January Date reviewed April Date reviewed May Date Reviewed	Parent Survey	By the year 1, 100% Parental awareness on bullying Send home pamphlets and/or have parent meeting		Counselors materials/ Delivering Inst		



Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
6 As per timeline set by campus administration, students (504 & SE) that have been removed from class will be tracked. Any student removed from classroom will be assigned to counselors to reach out to student Monitor disciplinary students with disabilities to ensure that an ARDC or 504 committee meeting is convened to determine proper placement, services, and MDR procedures are followed.	Admin Counselors Sped Teachers	November 30, 2017 Date reviewed January Date reviewed April Date reviewed May Date Reviewed	referrals PEIMS Report	By the year 1, Document/track students removed from class and assign counselors to reach out to student Monitor disciplinary students with disabilities to ensure that an ARDC or 504 committee meeting is convened to determine proper placement, services, and MDR procedures are followed.	ARD Committee/ Delivering Instruction			
7 By August of 2017,100% of the identified (met criteria) bilingual and migrant students have been provide opportunities for supplemental instruction	Campus Administrators IF's migrant tutors Migrant Director bilingual director	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	student grades/achievement STAAR Istation CBA's	By the year 1, 100% of the bilingual and migrant students have been provide opportunities for supplemental instruction	Migrant tutors 212 Delivering Instruction	2000-2999: Para- professionals	Migrant Ed	11,000
					Bilingual Tutors Delivering Instruction	2000-2999: Para- professionals	Title III	10,0000
8 Based on campus administration timeline, 100% of parents will be invited to report card night and STAAR night. Parent conferences, as needed. 100% of parents that do not attend, will receive report cards in the mail, or will be contacted.	All grade levels	1 per semester March 2018	Tracking Sheets	By the year 1, 100% of parents are invited to report card night Parent conferences, as needed Mail report cards, STAAR Night,	Teachers , reports cards, tracking sheets/Delivering Instruction			
9 By October of 2018,80% of CSE staff will work together with parents to enhance campus PTCO	Administration, Parents Teachers community mentors	1/2 Semester Events/Projects March 2018	Increase in membership and Parental Involvement	By the year 80% of staff are working together to enhance campus PTCO	Fundraisers, activities			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
10 By August of 2017,100% of the CSE ELAR teachers will be implementing the Reading initiative.	Administration, IF, ELA teachers	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Reading logs AR goals/points	By the year 1, 100% of the ELAR teachers are doing Reading initiative	AR, Library, books, activities, AR incentives, "Spotlight on..." Reading Instruction			
11 By January of 2018, 100% of CSE parents will be given the information to log onto Grade speed Parent Connect. Send out parent log in info at the beginning of the year.	All teachers	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018		By the year 1, 100% of the parents have the opportunity to have Gradespeed Parent Connect Send out parent log in info at the beginning of the year	Teachers, Gradespeed/ Delivering Instruction			
12 According to campus calendar, 100% of the parents will be invited to Math and reading nights, STAAR nights 1 per semester (fall), 2 per semester (spring) and Technology night	Administrators, IF, All teachers	Math 1st semester; Reading 2nd semester	student achievement in math and reading, AR points	By the year 1, 100% of parents are invited Math and reading nights STAAR nights 1 per semester Technology night	Teachers, activities Reading/Math			
13 According to campus calendar, 100% of parents will be invited to participate in the following activities; *Incorporate day for parents and grandparents, *Public Schools Week, *Eat with your child, *Muffins with Mom, *Donuts with Dad, *Read with your child, *community readers, *Winter program, , *Veteran's, *Read Across America, *National Young Reader's Week, *Week of the Young Child	All grade levels	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Reading logs Reading Events Calendar	By the year 1, 100% of the parent are invited to participate in the following activities such as Incorporate day for parents and grandparents, including Public Schools Week, Eat with your child, Muffins with Mom, Donuts with Dad, Read with your child, community readers, Winter program, , Veteran's, Read Across America, National Young Reader's Week, Week of the Young Child,.	Teachers Snacks for events Local Funds/ Reading			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
14 As per district timeline, Attendance committee will meet to review 100% of students with excessive absences and create a plan to address absences and tardies	administrator, Teachers Attendance committee Attendance clerk	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Attendance data	By the year 1, 100% of the Attendance Interventionists – Adoption/intervention committee will continue to meet to review excessive absences and create a plan to address tardies	Teachers Truancy Intervention Team/Attendance			
15 According to campus calendar, 100% of CSE teachers will use incentive plans to improve attendance.	Teachers	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Attendance Data	By the year 1, CSE will continue 100% to have attendance incentive plans to improve attendance	Teachers, incentive plans, incentives/ Attendance			
16 By April of 2018, 100% of CSE students will be given lessons on character ed, as per campus identified schedule.	administrators, Nurse Coaches	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Lesson Plans	By the year 1,100% of the parents are given a pamphlet on Health awareness education to improve attendance * Monthly presentations * Taught during PE *No less than 30 Minutes of P.E. *Student fitness assessment data	Videos Materials Handouts books/ Attendance			
17 As per campus calendar, 100% of staff and student attendance100% will be tracked in the classroom, data room and hall bulletin boards	Clerk Counselor	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Attendance Committee Meetings	By the year 1 100% of the attendance is being tracked in the classes and in data room and bulletin boards	IF Data/ Attendance			
18 As per campus calendar, 100% of CSE Teachers will communicate with parents to monitor student absences and document on parent logs	Admin Teachers	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Attendance Log Attendance Meeting	By the year 1,100% of the Teachers communicate with parents to monitor student absences	Folders Parent communication logs/Attendace			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
19 By April of 2018, 100% of the parents will be invited to the the Family engagement (from PK grant). CSCISD will develop and implement a family engagement plan to achieve and maintain high levels of family involvement and positive family attitudes toward education to the implementation of HMH family engagement program	pk teachers IF, Administrators and Counselors.	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	increased family participation	By the end of year 1, 100% of the parents were invited to the Family engagement (from PK grant). CSCISD will develop and implement a family engagement plan to achieve and maintain high levels of family involvement and positive family attitudes toward education to the implementation of HMH family engagement program	Family Engagement Houghton Mifflin Harcourt/ Delivering Instruction			
20 All families in need of assistance with school supplies and clothing based on their program designation McKinney Vento or Migrant  McKinney Vento will continue throughout the year as determined by student registration. (TEXSHEP) funds	ESC20 Migrant Clerk District McKinney Vento Liaison Campus McKinney Vento Liaison	Monthly	Completion of TEXSHEP reports MOY and EOY	100% of McKinney Vento students will be contacted and offered the opportunity of clothing/ Hygiene/School supplies assistance.  Migrant students will be offered clothing based on family need.	TEXSHEP funds			

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
<p>21 By March of 2018 100% of professional instructional staff/campus counselors and administration will be trained in the areas of McKinney Vento and Foster Care.</p> <p>Campus McKinney Vento liaison will attend all trainings and conferences related to McKinney Vento.</p> <p>Campus McKinney Vento liaisons will keep track of student attendance, grades, and work with students as needed and assist with the MOY and EOY reports.</p> <p>(TEXSHEP) funds</p>	<p>Campus McKinney Vento liaison District McKinney Vento liaison District Foster Care liaison</p>	<p>August 2017-May 2018</p>	<p>Sign-in sheets Training Certificates Attendance reports at MOY and EOY Report Cards by six weeks</p>	<p>100% of the instructional staff will be trained in the areas of McKinney Vento and Foster Care.</p> <p>Campus liaisons will attend at least 50% of the trainings offered.</p> <p>The CSJH campus McKinney Vento/Foster Care liaison will keep track of all (100%) of the student's attendance and grades.</p>	<p>TEXSHEP funds</p>			
<p>22 Tutoring assistance is provided to the McKinney Vento students that are not passing their classes.</p> <p>Transportation is also provided for all McKinney Vento students.</p> <p>(TEXSHEP) funds</p>	<p>Campus McKinney Vento liaison</p>	<p>August 2017-May 2018</p>	<p>Sign-in sheerts</p>	<p>McKinney Vento students will be monitored throughout the six weeks to ensure that they are passing.</p> <p>Transportation will be provided for all (100%) of McKinney Vento students.</p>	<p>TEXSHEP funds</p>			

## Goals and Strategies

**Subject Area:** Vocational Programs

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

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

**Campus Performance Objective:**

- o Performance Objective 1: Continue to provide career and college awareness through a career fair (Community presenters)
- o Performance Objective 2: Increase community readers to include a minimum of 3 per grade level. (businesses, parents, and/or school community)

**Formative Evaluation:** Sign in sheets: Career Fair, List of Community Readers

**Legend to Review (date)**

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

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

## Goals and Strategies

**Subject Area:** Teacher Recruitment

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

**Campus Performance Objective:**

- o Establish a support system through mentoring program, buddy system, and grade level chair support.
- o Build professional capacity through in-house training, leadership roles, and T-TESS support system.
- o Provide teacher recognition through the Parent Teacher Community Organization (PTCO).

**Formative Evaluation:** Total number of highly effective certified teachers on campus

**Legend to Review (date)**

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

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner’s Priority	Type	Funding Source	Amount
1 By May of 2018, 80% of para-professionals will be provided training for all of district para-professionals working with At-Risk Students/Migrant/bilingual/special Ed/ED in the core content areas of Math, ELA, Science, Vocabulary strategies and small group instruction.	principal	August 2017 November 30,2017 December 2017 January 2018 March 2018 June 2018	Student achievement in class and on class assessments.	By the end of 3 years 100% of the district para-professionals working with At-Risk Students/Migrant/bilingual/special Ed/ED will received training in the core content areas of Math, ELA, Science, Vocabulary strategies and small group instruction.	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2250.00

Strategies/Activities (Performance goal 1 year)	Person(s) Responsible	Timeline & Date Reviewed*	Evidence That Demonstrates Success (Formative and Summative)	Goal (3-5 year)	Resources			
					Commissioner's Priority	Type	Funding Source	Amount
2 By May of 2018, 100% of campus administration will be provided with training to improve the quality of principals and superintendents - including development and support of academies to assist in becoming better educational leaders.	principal	January 2018 March 2018 June 2018	Admin quality leadership quality.	By the end of the three years 100% of principals and superintendents have received training to improve the quality including development and support of academies to assist in becoming better educational leaders.	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	1894.80
					Professional development, New Principals Academy	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	2400.00



**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
	5,500.00
District Funded	25,000.00
LCFF - Base	153,382.77
LCFF - Supplemental	2,050.00
Local Categorical	4,000.00
Migrant Ed	67,000.00
None Specified	1,400.00
State Compensatory Education/Educationally Disadvantaged Youths (SCE/EDY)	860,128.00
Title I	145,036.68
Title I Part A: Allocation	6,000.00
Title II Part A: Improving Teacher Quality	28,327.28
Title III	100,000.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Travel	21,932.48
1000-1999: Certificated Personnel Salaries	514,736.00
2000-2999: Classified Personnel Salaries	126,736.00
2000-2999: Para-professionals	372,310.00
4000-4999: Books And Supplies	35,908.91
5000-5999: Computer Software/Subscriptions	35,344.08
5700-5799: Technology	43,487.10
5800: Professional/Consulting Services And Operating Expenditures	246,670.16

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies		4,000.00
5800: Professional/Consulting Services And Operating		800.00
5800: Professional/Consulting Services And Operating	District Funded	25,000.00
4000-4999: Books And Supplies	LCFF - Base	4,187.91
5000-5999: Computer Software/Subscriptions	LCFF - Base	31,849.08
5700-5799: Technology	LCFF - Base	2,487.10
5800: Professional/Consulting Services And Operating	LCFF - Base	114,858.68
0001-0999: Travel	LCFF - Supplemental	300.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,750.00
5800: Professional/Consulting Services And Operating	Local Categorical	4,000.00
1000-1999: Certificated Personnel Salaries	Migrant Ed	45,000.00
2000-2999: Para-professionals	Migrant Ed	22,000.00
5800: Professional/Consulting Services And Operating	None Specified	1,400.00
1000-1999: Certificated Personnel Salaries	State Compensatory Education/Educationally	469,736.00
2000-2999: Classified Personnel Salaries	State Compensatory Education/Educationally	126,736.00
2000-2999: Para-professionals	State Compensatory Education/Educationally	250,310.00
4000-4999: Books And Supplies	State Compensatory Education/Educationally	6,771.00
5800: Professional/Consulting Services And Operating	State Compensatory Education/Educationally	6,575.00
4000-4999: Books And Supplies	Title I	19,200.00
5000-5999: Computer Software/Subscriptions	Title I	3,495.00
5700-5799: Technology	Title I	41,000.00
5800: Professional/Consulting Services And Operating	Title I	81,341.68
5800: Professional/Consulting Services And Operating	Title I Part A: Allocation	6,000.00
0001-0999: Travel	Title II Part A: Improving Teacher Quality	21,632.48
5800: Professional/Consulting Services And Operating	Title II Part A: Improving Teacher Quality	6,694.80
2000-2999: Para-professionals	Title III	100,000.00

## Assurance Addendum

### Carrizo Springs Elementary School Carrizo Springs Consolidated Independent School District

#### Local Requirements

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

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

**Assurance Addendum**

**Carrizo Springs Elementary School  
Carrizo Springs Consolidated Independent School District**

**CPOC Membership and Meetings**

**Membership Composition of the Campus Performance Objectives Council**

<b>Name of CPOC Member</b>	<b>Position</b>
Elisa Martinez	Principal
Gricelda Eufacio	Assistant Principal
Leticia Olivarez	Assistant Principal
Dr. Carlos Pena	Counselor
Dora Munoz	Intervensionist
Antonia Martinez	Teacher
Ana Morones	Teacher
Eduelia Ortiz	Parent
Carmen Jaime	Parent
Joe Carmona	Community
Julie Santoya	Community
Cynthia Salinas	Interventionist
Maria Ortiz	Instructional Facilitator
Alma Salazar	Teacher
Kristina Avila	Teacher
Erica Zamora	Teacher
Alison Munoz	Teacher
Mayte Salazar	Teacher
Briana Alejandro	Teacher
San Juanita Cruz	Teacher

Cynthia Salinas

Intervensionist

**CPOC Meetings\* for 2017-18**

#	Date	Time	Location
1	August 10, 2017	3:30 - 4:30	CSE Data Room
2	October 11, 2017	3:30-4:30	CSE Library
3	November 29, 2017	3:30 - 4:30	CSE Data Room
4	January 16,2018	3:30 - 4:30	CSE Library

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

## Assurance Addendum

### Carrizo Springs Elementary School Carrizo Springs Consolidated Independent School District

#### Legal Requirements

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

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

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



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

**Assurance Addendum**

**Carrizo Springs Elementary School  
Carrizo Springs Consolidated Independent School District**

**Plan Requirements**

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

**Assurance Addendum**

**Carrizo Springs Elementary School  
Carrizo Springs Consolidated Independent School District**

**Staff Development**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
August 17, 2015	all staff teachers and paraprofessionals half day AM, oral language pm session teachers	district staff	General session/ oral language
August 17, 2015	pm session paraprofessionals	district staff	Behavior Strategies
August 18, 2015	teachers	district staff	Marzano Academic Vocabulary
August 18, 2015	all staff	district staff	RTI procedures/process
August 19, 2015	teachers	district staff	pop visit, campus planning
August 20, 2015	teachers and paraprofessionals	district staff	PBIS
August 20, 2015	teachers	district staff	TTESS
January 6, 2016	all staff	district staff	Motivational Speaker
January 5, 2016	teachers	district staff	Writing process
January 5, 2016	paraprofessionals	district staff	instructional strategies
February 2016	teachers	principal	TCEA Conference
March 2016	teachers	principal	differentiated instruction in the early childhood classroom

CSE SCE Staff 2017-18

Name:	Campus	Budget	%	JD	Schedule:	Position	Salary	TEA PW
Teacher	CSE	SCE	50/50			PK Teacher	27412.	
Teacher	CSE	SCE	50/50			PK Teacher	23067.	
Teacher	CSE	SCE	50/50			PK Teacher	23067.	
Teacher	CSE	SCE	50/50			PK Teacher	52964.	
Intervention Teacher	CSE	SCE	100			Interventionist	55374.	
Aide	CSE	SCE	50/50			PK Aide	11381.29	
Aide	CSE	SCE	70/30				13577.61	
Aide	CSE	SCE	50/50			PK Aide	9642.19	
Aide	CSE	SCE	100			Int. Aide	22762.58	
Aide	CSE	SCE	70/30				12595.86	
Aide	CSE	SCE	90/10			Int. Aide	19968.80	
Aide	CSE	SCE	70/30				14392.46	
Aide	CSE	SCE	85/15				13447.17	
Aide	CSE	SCE	50/50			PK Aide	7910.10	
Aide	CSE	SCE	100			Int. Aide	19396.58	

Aide	CSE	SCE	50/50			PK Aide	11381.29	
IF	CSE	SCE	50/50			IF	27,750.00	