

Carrizo Springs Independent School District

Carrizo Springs Intermediate

2023-2024 Campus Improvement Plan



Board Approval Date: December 19, 2023
Public Presentation Date: December 19, 2023

Mission Statement

CSCISD Mission Statement - "Provide every child a quality education in a safe environment."

CSI Mission Statement: "Carrizo Springs Intermediate is committed to support our students' emotional, social and academic success with compassion and integrity."

CSCISD Motto: "Kids are first at CSCISD."

Vision

CSCISD Vision Statement – "Inspiring lifelong learners."

CSI Vision Statement - The vision of CSI is to foster high achieving students who are self-motivated, persistent, and have self-efficacy.

Value Statement

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

CSI Values: Commitment, Support, Integrity

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

RLA team has been meeting regularly during PLCs and campus planning days with Curriculum Specialists to review short constructed and extended constructed response strategies.

Problem Solving Team meetings will occur at beginning of year, middle of year, and end of year as scheduled to determine tier placement, accommodations, and referrals to special programs.

Science team has been attending professional development at Region 20 for data disaggregation and will attend curriculum materials meetings in the Spring.

Math teachers in 4th and 5th grades and paraprofessionals who provide in class support services have been attending training each six weeks for Sharon Wells implementation.

Social Studies teachers are requesting updated resources for all grade levels.

Reading interventionist has been trained in the implementation of Amplify-Tier 3 curriculum.

Dyslexia teacher who is new to her role has been trained in Reading by Design-curriculum.

Campus principal meets regularly with assistant principal to provide training and develop protocols for campus. Assistant principal is new to the administrator role.

Demographics

Demographics Summary

The staff for 2023 School year at Carrizo Springs Intermediate include 33 Teachers including 7 permanent substitutes, 8 Paraprofessionals, 2 Counselors, 1 Curriculum Specialist, and 2 Administrators. Total student population is approximately 480. The student population is 2.92% White, 0.2% African American, 96.04% Hispanic, 0.6% Asian, and .2% two or more races. Additionally, the campus serves 83.96% economically disadvantaged students.

TSDS PEIMS Disaggregation of PEIMS Student Data Fall submission data:

Students enrolled in special programs include: 4.17% bilingual education, 7.29% dyslexia, 7.71% gifted and talented education, 12.08% special education, 5.21% homeless, 48.96% at-risk.

2022- 2023 attendance rate for the district: 91.46%

Grade 4: 91.82%, Grade 5: 91.37%, Grade 6: 91.44%

Areas of need include:

- Maintain an incentive plan for increasing student attendance
- hiring certified teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): CSI has a high at risk student population. **Root Cause:** CSI has a high at risk student population because students are not meeting state STAAR standards.

Student Achievement

Student Achievement Summary

Data used to review Academic Performance was the 2022 STAAR Results. The 2023 accountability reports are not yet available. The release of these reports is pending judicial ruling and decisions from the 88th Legislature during a special called session.

- STAAR 2020-2021

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

Increase in student growth in all core content areas. Student achievement % not a district and state expectations of 60% in meets.

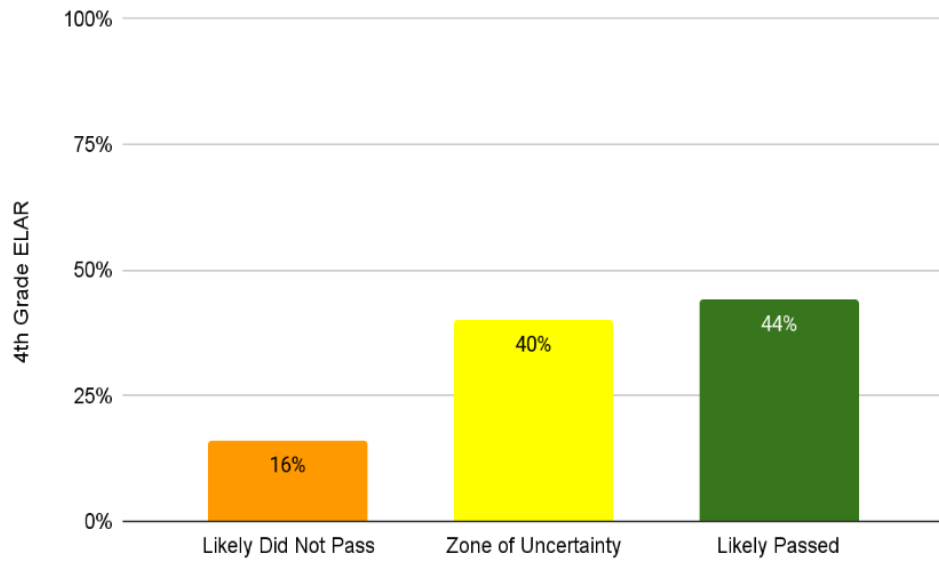
Areas of need include:

- Supplemental curriculum for Math in 4th-5th grades focusing on meets grade level.
- Initiatives and supplemental program for both 4th-5th grade in the area of Science.
- Supplemental programs providing individualized basic skills practice in Reading and Math focusing on student progress and closing the gaps and for Science that will focus on student achievement
- Lack of lab equipment for science classes
- Lack of vertical planning
- Classroom libraries for reading classroom
- Professional development for teachers on district mandates
- Professional development for new STAAR Redesign Test
- Writing across all content areas and grade levels including writing process alignment between all campuses is needed.
- Identified District personnel to provide specific content training, support.

Student Achievement Strengths

Preliminary scores show the following:

4th Grade STAAR ELAR



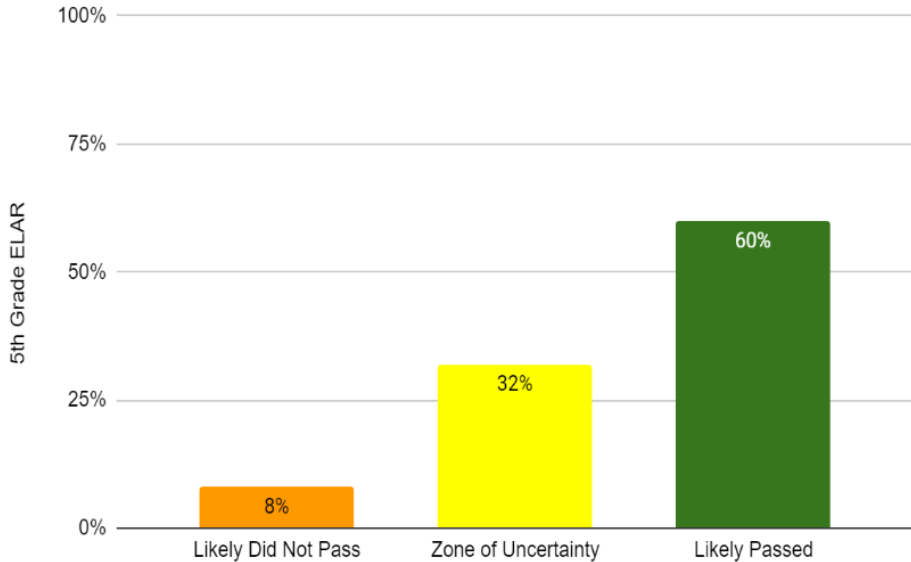
21-22 STAAR SCORES

| Approaches | Meets | Masters |
|------------|-------|---------|
| 57% | 39% | 14% |

RAW SCORE COMPARISON

| State | ESC | CSCISD |
|-------|-------|--------|
| 26/52 | 25/52 | 23/52 |

5th Grade ELAR



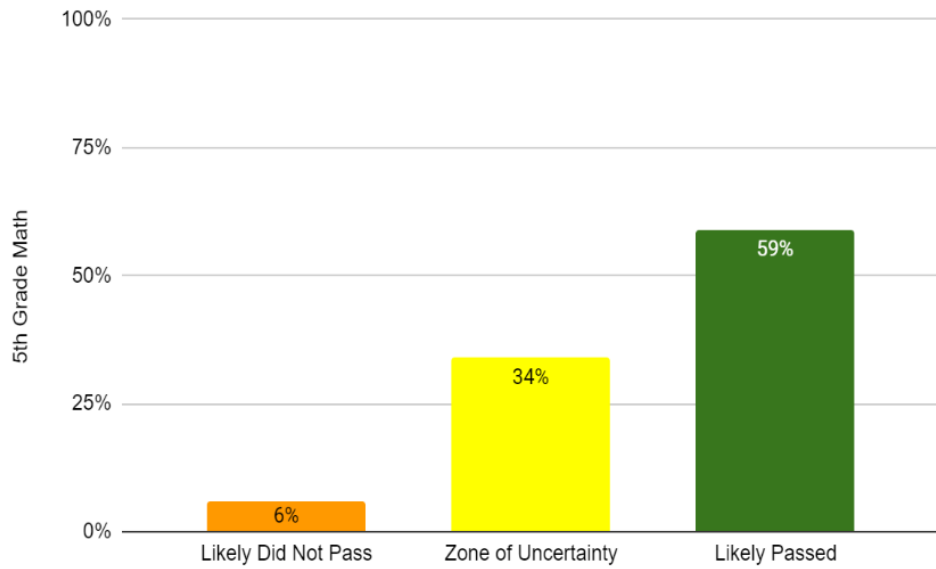
21-22 STAAR SCORES

| Approaches | Meets | Masters |
|------------|-------|---------|
| 80% | 45% | 20% |

RAW SCORE COMPARISON

| State | ESC | CSCISD |
|-------|-------|--------|
| 31/52 | 31/52 | 27/52 |

5th Grade Math



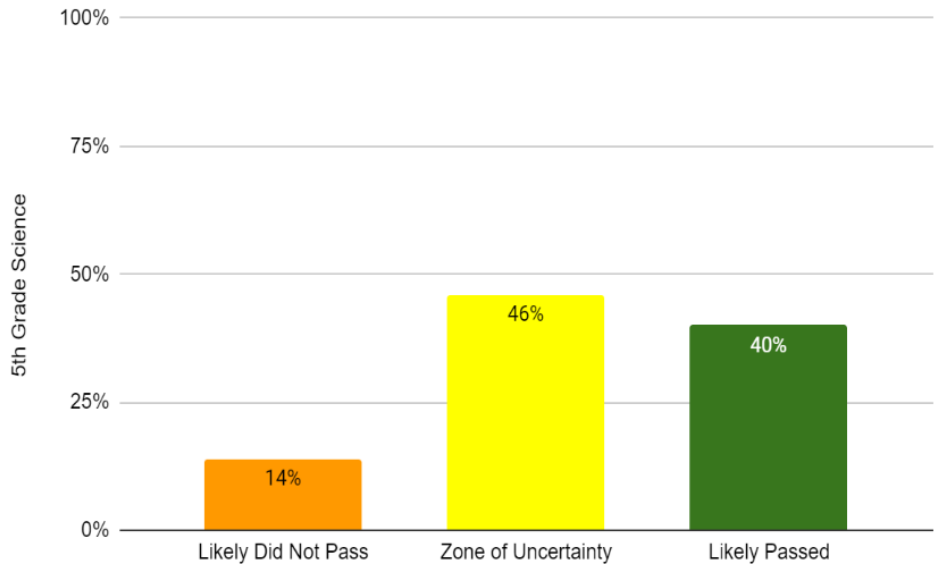
21-22 STAAR SCORES

| Approaches | Meets | Masters |
|------------|-------|---------|
| 69% | 36% | 13% |

RAW SCORE COMPARISON

| State | ESC | CSCISD |
|-------|-------|--------|
| 24/42 | 23/42 | 22/42 |

5th Grade Science



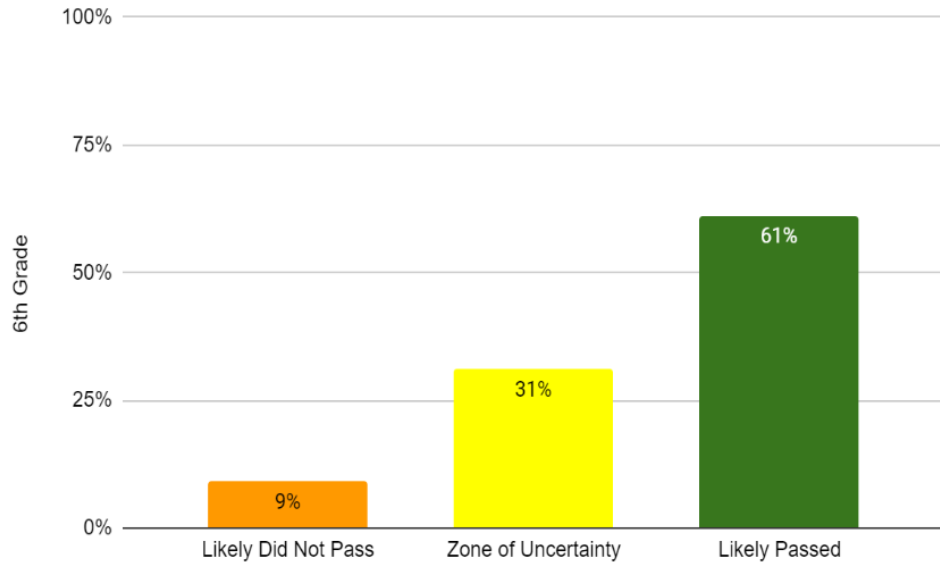
21-22 STAAR SCORES

| Approaches | Meets | Masters |
|------------|-------|---------|
| 61% | 33% | 16% |

RAW SCORE COMPARISON

| State | ESC | CSCISD |
|-------|-------|--------|
| 21/39 | 21/39 | 20/39 |

6th Grade ELAR



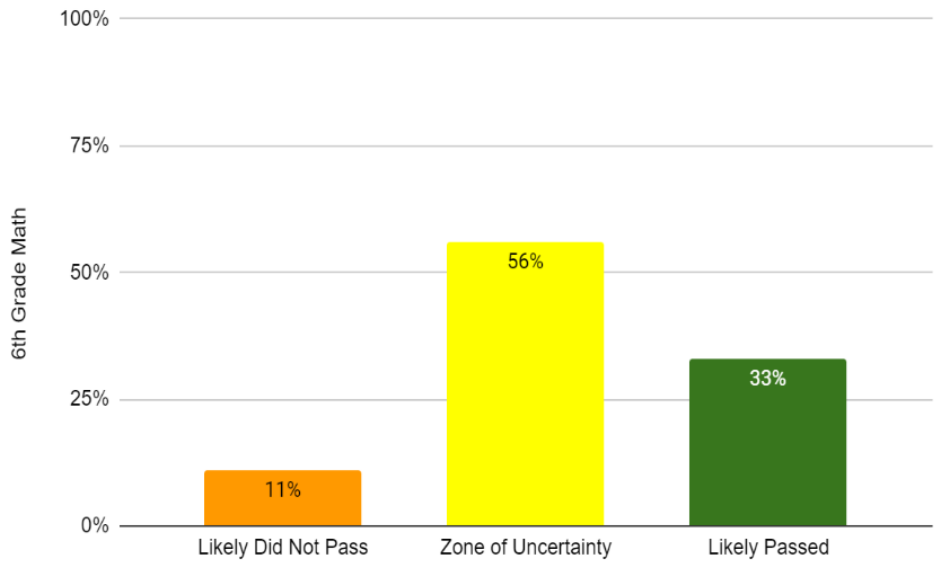
21-22 STAAR SCORES

| Approaches | Meets | Masters |
|------------|-------|---------|
| 58% | 37% | 19% |

RAW SCORE COMPARISON

| State | ESC | CSCISD |
|-------|-------|--------|
| 30/56 | 29/56 | 28/56 |

6th Grade Math



21-22 STAAR SCORES

| Approaches | Meets | Masters |
|------------|-------|---------|
| 54% | 26% | 11% |

RAW SCORE COMPARISON

| State | ESC | CSCISD |
|-------|-------|--------|
| 21/43 | 21/43 | 19/43 |

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The district goal of 60% meets grade level hasn't been achieved for STAAR tested subject areas. **Root Cause:** The instructional delivery does not consistently meet the standards of the GRR Framework.

Problem Statement 2 (Prioritized): Parents are not receiving timely notifications for event. **Root Cause:** Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).

School Culture and Climate

School Culture and Climate Summary

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

- Student Attendance 2022-2023: 91.7%
- Staff survey shows a training need in Google Classroom, Digital Assessment tools, Social Media in Teaching and Creating Lessons in Digital Format.
- Permanent subs need training in classroom management, district applications, TEKS, district expectations.
- Display and communicate campus vision, beliefs, expectations and goals.
- Strengthen student-staff, staff-admin, and staff-parent-community relationships (social and academic).
- Restructuring of attendance incentives and rewards for all students and staff.
- Administer School Climate Survey for stakeholders three times a year.
- Continue implementing the SEL Plan.

Currently, all campuses perform required safety drills as per calendar set by the campus officers and campus administration. District safety committees will review procedures in place to determine identified needs by campuses.

School safety drills are reviewed and practiced at campus and district levels to determine identified needs in regards to the drills. Every campus has an updated emergency operations plan for safety. Required fire drills and lockdown drills are practiced. Each campus is required to provide presentations on bullying, David's law, drug abuse, violence and suicide prevention. The training is given to both faculty and students.

Campus is in need of updated radios for the campus. Office and some teachers are in need of radios in case of emergencies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Student and staff attendance does not meet district goals. **Root Cause:** Goals and expectations were not consistently communicated to staff, parents and students.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The following data were reviewed in relation to Teacher Quality:

2023-24 CSI Staff List

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

- 33 teachers including 7 permanent subs across all grade levels and content areas including special education
- 8 paraprofessionals

Areas of need include:

- certified gen ed teachers
- bilingual certified teachers
- mentor support for 1st and 2nd year teachers
- support for permanent subs

Staff Quality, Recruitment, and Retention Strengths

CSCISD has recognized the teacher shortage and has implemented a mentor plan to recruit and retain teachers. In addition, the district has offered a retention stipend to all returning employees. 2023-24 will be the last year with an approved retention stipend.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a certified teacher shortage statewide in all content areas. **Root Cause:** The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In CSI we use the following resources:

TEKS Resource System for Reading, Math, Science and Social Studies

Reading

- HMH
- STAR 360 for screener
- Read Well, Language Live (SPED)
- Renaissance

Math

- Envision Math
- Go Math
- Sharon Wells
- GPS
- VMath (SPED)
- STAR 360 for screener
- Freckle Math

Science

- STEMScopes
- iSCIENCE
- Region 4
- Education Galaxy

Social Studies

- Studies Weekly
- Mc Graw Hill (6th Grade)

RTI

- Amplify

Dyslexia

- Reading by Design

6th Grade: Edgenuity

SEL: Quaver Ed

Areas of Need:

ELAR: Students generally perform at higher levels at lower grades, but struggle with Reading fluency, potentially producing larger gaps.

MATH: Students lack basic foundational and facts fluency skills.

CSI needs to provide guidance on implementing a consistent, effective instruction for student groups such as dyslexia, Tier 2 and 3 students.

Teachers need continuous training on all curriculum and supplemental programs.

Administrators need continuous training in curriculum and assessment updates. Administrators need to be up to date on law updates and current educational trends.

Curriculum, Instruction, and Assessment Strengths

We have a variety of instructional and assessment resources available to all subject areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Problem Statement 2 (Prioritized): The teachers are not utilizing all components of the adopted curriculum as recommended. **Root Cause:** The teachers utilize the curricular contents by choice and not by need because of lack of training.

Parent and Community Engagement

Parent and Community Engagement Summary

CSI has a Campus Advisory Team that meets 4 times a year to discuss campus-based decisions. The committee includes faculty and staff members, parents, and community members.

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

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

Parent Teacher Community Organization (PTCO) has been created and is currently working with the campus in providing incentives to students and staff members. A new Facebook parent group has been created along with grade level remind groups. Messages, flyers, and information are posted regularly to keep parents up to date. School Messenger is also used regularly to get information and reminders out to parents. Teachers are encouraged to create their own class remind groups to share tailored information with parents.

Parent and Community Engagement Strengths

CSI uses a variety of methods to keep in contact with parents and the community including remind, social media, School Messenger and the district website.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parent are not participating in family engagement activities. **Root Cause:** Campuses need to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).

Problem Statement 2 (Prioritized): Parents are not receiving timely notifications for event. **Root Cause:** Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).

School Context and Organization

School Context and Organization Summary

For School Year 2023-24, the CSI Leadership Team included Department Heads, counselor and campus administrators. Monthly leadership and staff meetings were scheduled for the year. PLCs, ARDs and 504s were held according to district expectations.

CSCISD is a Title 1 district. Title 1 funds are used to ensure that all students receive a high-quality education and are prepared to meet the state's performance standards. The funds are utilized to close the achievement gap, instructional staff, professional development and technology. The campus provides technical assistance and ensures that all compliance requirements are completed including parent and family engagement activities, grade transition activities, and coordination with other programs and fund sources. CSCISD determines Title I eligibility and rank/serve order by the number of children eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners. There were currently 11 students identified as McKinney Vento. McKinney Vento District Contact and personnel attend training to implement and provide training at the campus and district level

School Context and Organization Strengths

Instructional time is protected at CSI and the master schedule is utilized so that every class section is utilized to best serve the needs of students. The master schedule has incorporated intervention periods for math and reading.

Disruptions to the instructional periods are limited. Core area teachers have common planning periods and PLCs are held every other week.

A transition trip is scheduled for incoming and outgoing students. Graded 3 students are invited to tour CSI and outgoing grade 6 students tour the junior high school.

PLCs meetings focus on academic improvement and are data driven. Leadership team meetings are regularly held to discuss academic improvements, student achievement and student attendance.

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

Technology

Technology Summary

CSI is 1:1 campus with Chromebooks. SPED is 1:1 with either Chromebooks or IPADS. All instructional classrooms have Interactive TV. Wi-Fi routers were strategically placed to provide internet access in all parts of the building. All classrooms were provided with new printers.

Areas of Need:

Training for teachers on the following: Google Classroom, Digital Assessment tools, Social Media in Teaching and Creating Lessons in Digital Format. Training has commenced last summer and is continuously being addressed through 1-to-1 classroom visits and small group training. CSI is due for a new laptops for staff.

Technology Strengths

CSI is equipped to provide 1:1 implementation of chromebooks. CSI has new interactive panels and laptops for staff.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers do not consistently utilize the technology component of their curriculum. **Root Cause:** Technology is not effectively used as a tool to enhance learning and engage the students. Teachers may not know how to enhance the curriculum using technology. It is being used for low-level activities.

Problem Statement 2 (Prioritized): Administrative organizational tasks were not consistently used. **Root Cause:** There is no centralized data system for administrators to track, monitor and review data.

Priority Problem Statements

Problem Statement 1: The district goal of 60% meets grade level hasn't been achieved for STAAR tested subject areas.

Root Cause 1: The instructional delivery does not consistently meet the standards of the GRR Framework.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student and staff attendance does not meet district goals.

Root Cause 2: Goals and expectations were not consistently communicated to staff, parents and students.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: The teachers are not utilizing all components of the adopted curriculum as recommended.

Root Cause 3: The teachers utilize the curricular contents by choice and not by need because of lack of training.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Parents are not receiving timely notifications for event.

Root Cause 4: Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).

Problem Statement 4 Areas: Student Achievement - Parent and Community Engagement

Problem Statement 5: Teachers do not consistently utilize the technology component of their curriculum.

Root Cause 5: Technology is not effectively used as a tool to enhance learning and engage the students. Teachers may not know how to enhance the curriculum using technology. It is being used for low-level activities.

Problem Statement 5 Areas: Technology

Problem Statement 6: CSI has a high at risk student population.

Root Cause 6: CSI has a high at risk student population because students are not meeting state STAAR standards.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a certified teacher shortage statewide in all content areas.

Root Cause 7: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Administrative organizational tasks were not consistently used.

Root Cause 8: There is no centralized data system for administrators to track, monitor and review data.

Problem Statement 8 Areas: Technology

Problem Statement 9: Parent are not participating in family engagement activities.

Root Cause 9: Campuses need to offer a variety of activities for Parent and Family Engagement (not only federal/state requirements).

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: The district has not leveraged diverse stake holders to review current SEL practices.

Root Cause 10: Lack of proactive approach toward SE student needs.

Problem Statement 10 Areas: School Culture and Climate

Problem Statement 11: Scores are low which result in a low accountability rating.

Root Cause 11: Not enough professional support in the areas of planning, instruction and classroom management.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: CSCISD by 2024 will have all campuses rated as a B on state accountability.

Performance Objective 1: Performance Objective: By May 2024 all campuses will develop district wide vertically aligned ELAR and Math curricula.
 Target: CSCISD will develop a systematic approach to deliver ELAR and Math TEKS across campuses, with an emphasis on all sub-populations.

High Priority

Evaluation Data Sources: STAAR, TELPAS, PBMAS, TAPR, STAR 360, Campus Report Card (2018-19)
 Build a foundation of reading and math
 Connect high school to career and college
 Improve low-performing schools
 Recruit, support, retain teachers and principals

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: All teachers will be trained in TRS and its components. Strategy's Expected Result/Impact: By May 2024, 100% of instructional staff will be utilizing TRS and its documents to guide their lessons and assessments. Staff Responsible for Monitoring: Campus Administration Curriculum specialist</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Personnel (IO) (80%) - Title I Part A Allocation - \$67,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 2: Teachers will use a supplemental math curriculum for 4th and 5th grades.</p> <p>Strategy's Expected Result/Impact: By June of 2024, Math scores will increase to 60% Meets Grade Level on STAAR.</p> <p>Staff Responsible for Monitoring: 4th & 5th grade Math teachers, Instructional Officers, Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Sharon Wells (Travel) - Title I - \$3,000, Sharon Wells Curriculum - Title I - \$25,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: The Problem Solving Team (PST) Committee will review, monitor and refer students for services at designated times.</p> <p>Strategy's Expected Result/Impact: 100% of students will be reviewed at BOY/MOY and EOY meetings.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Instructional Officer Special Education Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Para-professionals will be provided with instructional strategies training.</p> <p>Strategy's Expected Result/Impact: 100% of support staff will attend professional development to support student learning and mastery by the end of May 2024. Students attending intervention class - data will be reviewed to determine number of at-risk students that showed growth.</p> <p>Staff Responsible for Monitoring: Administration Federal Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Paraprofessional Training - State Compensatory Education - \$1,600, Salaries - State Compensatory Education - \$47,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Summer School will be provided to students that did not meet STAAR state standards. Enrichment activities and SEL activities will be part of the summer school program.</p> <p>Strategy's Expected Result/Impact: 100% of students identified will be invited to attend summer school - data, attendance will be documented by a narrative..</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Summer School Salaries (Teachers/Paraprofessionals) - Title I - \$55,000, Summer School Supplies & enrichment activities - Title I Part A Allocation - \$5,000, Summer School Counselor Pay - Title I Part A Allocation - \$3,500, SEL Resources - Title V - \$1,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 6: Teachers will participate in summer planning to review scope and sequence, develop common assessments, and align lessons for effective delivery of instruction.</p> <p>Strategy's Expected Result/Impact: 75% of core content teachers will participate in the summer planning.</p> <p>Staff Responsible for Monitoring: Campus administration Teachers Federal Programs Director</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Teacher Pay - Title I Part A Allocation - \$4,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Identified students in need of remediation or accelerated instruction will be given the opportunity to participate in extended day and/or Saturday Learning Camps.</p> <p>Strategy's Expected Result/Impact: 100% of identified students will be invited to attend accelerated instruction held on Saturdays and extended days.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Teachers - salaries - Title I - \$30,000, Paraprofessional Pay - Title I - \$3,000, Transportation - State Compensatory Education - \$4,333.33</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 8: Teachers will utilize PLC to desegregate data and discuss ways to improve student performance. Strategy's Expected Result/Impact: Student will meet 60% Meets Grade Level expectations on STAAR. Staff Responsible for Monitoring: Campus Administration Instructional Officer</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Professional/Consulting Services - Title I - \$3,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: Identified students will utilize supplemental resources to practice skills in reading, math and science to close student achievement gaps. Strategy's Expected Result/Impact: By May 2024, Students will achieve 50% Meets in STAAR in reading, math, and science. Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 Funding Sources: Personnel (2 Paraprofessionals) - State Compensatory Education - \$47,000, Interventionist - Title I - \$67,052, Intervention Program for Reading and Math - Title V - \$2,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 10 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 10: Teachers will be provided with professional development and conference opportunities to improve teaching and learning of students.</p> <p>Strategy's Expected Result/Impact: By June 2024, 100% of teachers will be given the opportunity to attend at least one professional development or conference.</p> <p>Staff Responsible for Monitoring: Campus Administrators Math, ELAR, Science, Social Studies/Science, Special Education Teachers Intervention and Dyslexia Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: CAMT/CAST Registration and Travel - Title I Part A Allocation - \$7,500, LPAC (Travel) - Local - \$600</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: Campus will utilize the Curriculum Specialist to provide classroom coaching opportunities, content area support which includes but not limited to modeling exemplar lessons, lesson planning, classroom management, GRR and TRS training.</p> <p>Strategy's Expected Result/Impact: By June 2024, collaboration sheets will show that 100% of identified teachers in need received support in Domain 1, 2, or 3 from the curriculum specialist.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum and Instruction Director Instructional Officer</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: IO salary - Title I Part A Allocation - \$67,000, IO travel - Title I Part A Allocation - \$4,682</p> | Formative | | | Summative |
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| Strategy 12 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 12: Curriculum specialist will be provided professional development in coaching and resources.</p> <p>Strategy's Expected Result/Impact: Curriculum Specialist will attend designated conferences and provide training to 100% of assigned staff, documentation to include sign-in sheets/agendas and minutes from the training.</p> <p>Staff Responsible for Monitoring: Campus Administration Federal Programs Director</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Travel (TEKS Resource Conference, CAMT, CAST, TCEA, ESC20) - Title I - \$10,000</p> | Formative | | | Summative |
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| Strategy 13 Details | Reviews | | | |
| <p>Strategy 13: Summer Leadership Training will be provided to campus administrators and Instructional Officer.</p> <p>Strategy's Expected Result/Impact: By July 2024, 100% of campus administrative staff and instructional officer will complete summer leadership training to review and discuss data - plan for the following year..</p> <p>Staff Responsible for Monitoring: Superintendent Directors</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Summer Leadership Training - Title I - \$4,500</p> | Formative | | | Summative |
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| Strategy 14 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 14: Teachers will be provided the opportunity to participate in Region 20 trainings addressing the needs of the special population and at risk students.</p> <p>Strategy's Expected Result/Impact: By June 2024, 100% of identified teachers will utilize training to address the needs of the special population and at risk students.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction Director of Federal programs Campus Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - LCFF - Supplemental, - Special Education</p> | Formative | | | Summative |
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| Strategy 15 Details | Reviews | | | |
| <p>Strategy 15: Campus counselor will implement character education and anti-bullying program.</p> <p>Strategy's Expected Result/Impact: By May 2024, the amount of student referrals will decrease by at least 10%.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Character Ed (Books and Supplies) - General Fund - \$350, Anti-Bullying (Books and Supplies) - General Fund - \$500, Teach-To's - General Fund - \$1,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 16 Details | Reviews | | | |
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| <p>Strategy 16: First and second year teachers will participate in the district's mentor program.</p> <p>Strategy's Expected Result/Impact: By June 2024, 100% of mentor/mentee teachers will complete mentor program. By May of 2024, 100% of First and Second-year teachers (3) will be part of the teacher comprehensive mentor program documented through sign-in sheets and AESOP, along with BOY, MOY and EOY surveys to evaluate the program. Teachers will document hours on program - Scaffold</p> <p>Staff Responsible for Monitoring: HR Director Campus Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Mentor Stipends - Title I - \$12,000, Professional/Consulting Services - Title I - \$16,000</p> | Formative | | | Summative |
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| Strategy 17 Details | Reviews | | | |
| <p>Strategy 17: The purchase of new computers, document cameras, wi-fi hotspots, printers, mice, headphones, mice pads and other related peripherals and resources (mice, headphones, mice pad)necessary to address the needs of teachers and students.</p> <p>Strategy's Expected Result/Impact: 100% of students and teachers will have access to technology and resources to maximize digital and print opportunities.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Director of Technology Federal Programs Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Technology - ESSER III - \$292,000, Mice/headphones/mousepads - Title V - \$6,750</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 18 Details | Reviews | | | |
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| <p>Strategy 18: Campus principals will be provided with training to become effective instructional leaders. Federal/SCE Programs, Campus/District Leadership & Family Engagement will receive professional development on federal and state requirements/mandates/ legislative updates, district procedures, and other items to assist campus and district administrators in meeting federal and state requirements and student subpopulations,(Migrant, LEP, at risk, SPED) to close gaps. Campus committees will meet to review data and needs assessment.</p> <p>Strategy's Expected Result/Impact: Principals will attend a minimum of 3 trainings or one conference by the end of July 2024. By June of 2024, all information from professional development will be shared with district and campus administrators - Cabinet Meetings and information, including data and needs assessment presented at Summit Leadership. 100% of campuses and district will complete CIP/DIP by October 2024. 100% of campuses and district will upload files to Title I Crates on a monthly basis - overdue reports will be utilized for monitoring.</p> <p>Staff Responsible for Monitoring: Campus Administrators Federal Programs Director</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: Title I Part A - Title I Part A Allocation - \$2,500, Campus needs assessment committee - Title I Part A Allocation - \$1,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 19 Details | Reviews | | | |
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| <p>Strategy 19: Identified at-risk students and/or students not meeting state/district standards will be provided with interventions by identified para-professionals. Strategy will address closing the achievement gaps for identified students.</p> <p>Strategy's Expected Result/Impact: By June 2024, 100% of identified at-risk students will receive interventions.</p> <p>Staff Responsible for Monitoring: Campus Principal Intervention Teachers/Aides Federal Programs Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Para-professional Salary - State Compensatory Education - \$47,000, Intervention Teacher - Title I Part A Allocation - \$67,000, Substitutes for teachers and paras (\$5000 each) - Title I Part A Allocation - \$10,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 20 Details | Reviews | | | |
| <p>Strategy 20: 4th and 5th Grade students will participate in the 20-day SAYS (Systems Academy for Young Scientists) Summer Enrichment Program to promote the development of their Mathematical problem-solving skills , Scientific investigation/reasoning skills, and STEM skills through Systems Thinking and Robotics.</p> <p>Strategy's Expected Result/Impact: 100% of the students will show an increase in 5th grade STAAR math and science, and 6th grade math.</p> <p>Staff Responsible for Monitoring: Campus Administrators SAYS Coordinator Curriculum and Instruction Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Teacher salaries and program equipment/material needs - Local - \$30,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 21 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 21: Highly Qualified Math and Reading Interventionists will work to support student achievement in the area of mathematics and reading with targeted intervention to Tier III instruction.</p> <p>Strategy's Expected Result/Impact: 100% of serviced Tier III students will show gains in the STAAR test</p> <p>Staff Responsible for Monitoring: Campus Administration Intervention Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1</p> <p>Funding Sources: Salaries - Title I Part A Allocation - \$60,000, Substitutes - Title I Part A Allocation - \$1,500, Paraprofessionals - State Compensatory Education - \$43,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 22 Details | Reviews | | | |
| <p>Strategy 22: Renaissance Learning Suite will be used to identify and provide instructional interventions for RtI.</p> <p>Strategy's Expected Result/Impact: Student MOY and EOY formal assessment data will show one year's growth in math and reading.</p> <p>Staff Responsible for Monitoring: Special Education, Curriculum and Instruction Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - ESSER III - \$167,000</p> | Formative | | | Summative |
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| Strategy 23 Details | Reviews | | | |
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| <p>Strategy 23: Campus administration will show staff appreciation through various ongoing activities to improve staff morale.</p> <p>Strategy's Expected Result/Impact: Increase in the % of staff who indicated that are treated and respected as professionals as indicated in the EOY school climate survey .</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Rewards - General Fund - \$5,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 24 Details | Reviews | | | |
| <p>Strategy 24: Campus will provide additional assistance (instructional supplies) to all students in grades 4-6 in preparation for the school year.</p> <p>Strategy's Expected Result/Impact: 100% of students will receive instructional supplies upon the first days of school, review of classroom signatures per student receiving supplies due to the high cost (inflation).</p> <p>Staff Responsible for Monitoring: Campus and central office administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Supply list - Title I Part A Allocation - \$19,500</p> | Formative | | | Summative |
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| Strategy 25 Details | Reviews | | | |
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| <p>Strategy 25: To provide BOY and ongoing Professional Development for all teachers on accessing all of the Renaissance Suite resources.</p> <p>Strategy's Expected Result/Impact: By May 2024, the EOY reading and math scores will show an increase of at least 1 year GE.</p> <p>Staff Responsible for Monitoring: Campus and central office administration Instructional Officers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Renaissance Suit program and training - ESSER II - \$10,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 26 Details | Reviews | | | |
| <p>Strategy 26: Intervention teachers will use the Amplify program for Reading Tier 3 instruction and Envision Math Intervention program for students needing Tier 3 math intervention.</p> <p>Strategy's Expected Result/Impact: Increase in GE reading and math levels by 0.5 at MOY and 1.0 at EOY Reading Screener.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Interventionist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: ReadIt, 3rd Grade Saxon Phonics Kit, Get More Math - State Compensatory Education - \$10,000</p> | Formative | | | Summative |
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| Strategy 27 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 27: Campus state testing coordinator will attend state testing conference to receive training and information on all state assessments and requirements.</p> <p>Strategy's Expected Result/Impact: By May 2024, 100% of all teaching staff will be trained in STAAR testing procedures in order to be in compliance with all state assessments and to reduce the possibility of testing irregularities, review of agenda, sign-in sheets and Certificate will be given to each participant, as well as an evaluation of the training for each attendee.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: State Testing Conference - Title I - \$1,500</p> | Formative | | | Summative |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| <p>Problem Statement 1: CSI has a high at risk student population. Root Cause: CSI has a high at risk student population because students are not meeting state STAAR standards.</p> |
| Student Achievement |
| <p>Problem Statement 1: The district goal of 60% meets grade level hasn't been achieved for STAAR tested subject areas. Root Cause: The instructional delivery does not consistently meet the standards of the GRR Framework.</p> |
| Staff Quality, Recruitment, and Retention |
| <p>Problem Statement 1: There is a certified teacher shortage statewide in all content areas. Root Cause: The district needs to strategically increase efforts to recruit teachers of all cultures and ethnicity by growing our own teachers beginning with current high school students and para-professionals. Attracting experienced teachers with a proven record for effectiveness is difficult given the location and the availability of housing.</p> |
| Curriculum, Instruction, and Assessment |
| <p>Problem Statement 1: Scores are low which result in a low accountability rating. Root Cause: Not enough professional support in the areas of planning, instruction and classroom management.</p> |
| <p>Problem Statement 2: The teachers are not utilizing all components of the adopted curriculum as recommended. Root Cause: The teachers utilize the curricular contents by choice and not by need because of lack of training.</p> |

Goal 2: CSCISD by 2024 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.





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

Target: District finance officials will provide guidance on appropriate financial processes for all program directors and principals.

Action Steps:

1. District finance officials will support campuses on managing campus budgets and provide training if needed.
2. Procurement protocols (EDGAR) will be updated and district finance officials will ensure that all staff members use the new protocols.
3. Finance director will provide training for staff members under his direct supervision and oversee work productivity.

Evaluation Data Sources: Campus Budget, CIP Expenditures

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Substitutes will be paid for AtRisk BOY/MOY/EOY meetings and supplemental PD as per campus needs assessment.</p> <p>Strategy's Expected Result/Impact: Utilize 100% substitute pay for specific trainings and at-risk meetings, keep documentation of sign-in sheets/agendas and information for SCE Evaluation.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Certificated Personnel Salaries - substitutes - State Compensatory Education - \$3,500</p> | Formative | | | Summative |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: CSI has a high at risk student population. **Root Cause:** CSI has a high at risk student population because students are not meeting state STAAR standards.





Goal 2: CSCISD by 2024 will leverage financial resources to close the performance gaps by achieving a scale score of 80 on Domain 3 in State Accountability.

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

Target: Finance department personnel will establish procedures manage all programs in accordance with the funds guidelines.

Action Steps:

1. District finance officials will support campuses on managing campus budgets and provide training if needed.
2. District finance officials will guide campuses to monitor campus activity funds within program guidelines and financial protocols.
3. The Campus Improvement Plans will include fund identification to meet individual program guidelines.

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Continued use of Title 1 Crates for federal compliance purposes</p> <p>Strategy's Expected Result/Impact: By July of 2024, 100% of required documents should to be uploaded to Title 1 Crates for federal compliance purposes, review of items missing per campus will be shared with campus administrator.</p> <p>Staff Responsible for Monitoring: Principal Federal Program Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Technology 2</p> <p>Funding Sources: supplemental programs - Title I Part A Allocation - \$3,000</p> | Formative | | | Summative |
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| | <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Performance Objective 2 Problem Statements:

| Technology |
|---|
| <p>Problem Statement 2: Administrative organizational tasks were not consistently used. Root Cause: There is no centralized data system for administrators to track, monitor and review data.</p> |

Goal 3: CSCISD by 2024, will develop and implement a systematic Social Emotional Learning (SEL) process to contribute to student academic and personal success through a framework based on the 5 CASEL competencies.

Performance Objective 1: By May 2024, CSCISD will assemble an SEL Team to identify campus and district needs and begin the implementation of an SEL program.

High Priority

Evaluation Data Sources: Surveys
Needs Assessments from each campus

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Counselor will attend mental health trainings to implement SEL protocols</p> <p>Strategy's Expected Result/Impact: The counselor will attend 100% of required trainings to implement SEL protocols.</p> <p>Staff Responsible for Monitoring: Principal Counselor Curriculum Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Travel - Local - \$3,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Counselor will enhance counseling curriculum and services through technical assistance training.</p> <p>Strategy's Expected Result/Impact: By May of 2024, counselor will share information with 100% of CSI staff information obtained from these services, data collected will be sign-in sheets/agendas with minutes, along with an evaluation of training for each attendee and a certificate.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Region 20 - technical assistance - Title I Part A Allocation - \$1,250, Misc Cont Services - Title V - \$1,250</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: HB 5 Counselor Activities</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in HB 5 related counselor activities, including Career Awareness.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Travel - General Fund - \$3,000, Books/Supplies - General Fund - \$500</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
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| <p>Strategy 4: McKinney Vento Campus Liaison will provide assistance to identified students and monitor their attendance and grades. Will assist students with monitoring of attendance and grades, tutoring, and transportation.</p> <p>Strategy's Expected Result/Impact: As a result of monitoring, at least 90% of MV identified students will be promoted to the next grade level, and grades will be monitored every 6 weeks by Curriculum Specialists. Students will be provided with hygiene products, instructional supplies and clothing.</p> <p>Staff Responsible for Monitoring: Principal Liaison</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: transportation - Title I Part A Allocation - \$1,500, tutoring - Title I Part A Allocation - \$1,000, clothing, and hygiene items - ARP Homeless Grant II - \$6,000, supplies - ARP Homeless Grant II - \$8,000</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: CSI will host 4 Family Academic events with the assistance of the Campus/District Parent Liaison.</p> <p>Strategy's Expected Result/Impact: Participation will increase at events by 10% each year to 638.</p> <p>Staff Responsible for Monitoring: Principal Federal Programs Service Coordinator</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 2</p> <p>Funding Sources: food - General Fund - \$1,400, CSCISD Federal Programs Service Coordinator travel to campus - Title I Part A: Parent Involvement - \$1,500, take aways - Title I Part A: Parent Involvement - \$500, parent notes/flyers - Title I Part A: Parent Involvement - \$500, supplies - Title I Part A: Parent Involvement - \$1,500, FPSC Salary - Title I Part A: Parent Involvement - \$5,800, family engagement take away - Title V - \$500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
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| Strategy 6 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 6: All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for the students that attend summer school.</p> <p>All 4 CSCISD campuses will host 2 (1 elementary and 1 secondary) Summer School spectacular for CSI students.</p> <p>These events will have a book author that will promote literacy and share their personal experiences about school to inspire these students to try their best and continue to reach for success.</p> <p>Strategy's Expected Result/Impact: By July 2024, CSCISD should see a 5% increase in parent participation from last year's events.</p> <p>Staff Responsible for Monitoring: CSCISD Federal Programs Service Coordinator Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: supplies - Title I Part A: Parent Involvement - \$1,000, book author - Title I Part A: Parent Involvement - \$6,000, books - Title I Part A: Parent Involvement - \$2,500</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Parents will be offered the 4 required parent engagement events, plus the district will offer specific events as per survey feedback.</p> <p>Strategy's Expected Result/Impact: By June 2024, 638 parents/guardians will participate in parent engagement events.</p> <p>Staff Responsible for Monitoring: Principals CSCISD Federal Programs Service Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 2</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 8 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| <p>Strategy 8: Students will participate in a student fitness program, and be evaluated on their performance.</p> <p>Strategy's Expected Result/Impact: 100% of students will participate in the Fitness Gram. SHAC Committee will review results at the end of the year.</p> <p>Staff Responsible for Monitoring: PE Teacher Administration</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| <p>Strategy 9: By July of 2024, 100% of CSCISD campuses will implement 4 weekly summer sessions that will target a combination of needs such as stress & mental health, author book readings, cooking classes, and crafting classes.</p> <p>The CSCISD Federal Programs Service Coordinator is responsible for visiting with the different campuses to provide support and assist in any way possible.</p> <p>Strategy's Expected Result/Impact: To have a 5% district participating throughout the summer events. Participation will be measured by the amount of online participants during the live events.</p> <p>Staff Responsible for Monitoring: Federal Programs Service Coordinator</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Parent and Community Engagement 2</p> <p>Funding Sources: Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions. - Title I Part A: Parent Involvement - \$10,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 10 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 10: The campus will support students' social-emotional learning by creating therapeutic spaces, presentations on bullying, kindness, coping with stress and anxiety, character development and self-esteem.</p> <p>Strategy's Expected Result/Impact: Campus data will show a decrease by 5% in counselor visits addressing social emotional through classroom sign-in sheets submitted to CAT.</p> <p>Staff Responsible for Monitoring: Campus administration, counselors, and teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Supplies for therapeutic rooms - Title V - \$9,000, resources needed for bullying, anxiety, kindness, stress - Title I Part A Allocation - \$20,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| Strategy 11 Details | Reviews | | | |
| <p>Strategy 11: McKinney Vento District Liaison will attend training to identify students.</p> <p>Strategy's Expected Result/Impact: 100% of McKinney Vento students will be serviced with tutoring, school supplies, clothing, backpack, student assessment - college level entrance, dual credit, and transportation.</p> <p>Staff Responsible for Monitoring: CSCISD McKinney Vento Liaison</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - ARP Homeless Grant II - \$4,192</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |

| Strategy 12 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 12: Campus counselors will receive technical support in developing a comprehensive school counseling program (including supplies), to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief informed and trauma informed interventions, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution.</p> <p>Strategy's Expected Result/Impact: By June 2024, 100% of the comprehensive counseling program will be completed, counselors will conduct teacher and student surveys. Surveys will be conducted to determine guidance lessons and supplies to support/supplement this.</p> <p>Staff Responsible for Monitoring: Principals, Federal Programs Director</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Technical Assistance - Title I Part A Allocation - \$3,000</p> | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| |
|--|
| Demographics |
| <p>Problem Statement 1: CSI has a high at risk student population. Root Cause: CSI has a high at risk student population because students are not meeting state STAAR standards.</p> |
| Student Achievement |
| <p>Problem Statement 2: Parents are not receiving timely notifications for event. Root Cause: Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).</p> |
| School Culture and Climate |
| <p>Problem Statement 2: The district has not leveraged diverse stake holders to review current SEL practices. Root Cause: Lack of proactive approach toward SE student needs.</p> |
| Parent and Community Engagement |
| <p>Problem Statement 2: Parents are not receiving timely notifications for event. Root Cause: Parents are not updating contact information when phone numbers or addresses change, and/or block communication from school (phone calls).</p> |

Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 3 | 1 | 12 | Campus counselors will receive technical support in developing a comprehensive school counseling program (including supplies), to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief informed and trauma informed interventions, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution. |

Additional Targeted Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 3 | 1 | 12 | Campus counselors will receive technical support in developing a comprehensive school counseling program (including supplies), to include meeting the needs of all students in the areas of mental health conditions and substance abuse, use of grief informed and trauma informed interventions, crisis management and suicide prevention strategies, bullying and violence resolution and conflict resolution. |

State Compensatory

Budget for Carrizo Springs Intermediate

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.2

Brief Description of SCE Services and/or Programs

SCE funds at CSI assist teachers with 3 para-professionals that work in the classroom assisting identified at-risk students, all supplemental to the regular education program.

Personnel for Carrizo Springs Intermediate

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|--------------------------------------|------------|
| BGARZA | para-professional - CSI Intervention | 1 |
| Carmen Cadena | Interventionist | 1 |
| DORTIZ | para-professional - CSI intervention | 1 |
| Iracema Rodriguez | Interventionist | 1 |
| JoAnn Sosa | At-Risk Counselor | 0.2 |

Title I

1.1: Comprehensive Needs Assessment

Please see TitleIcrate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleIcrate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleIcrate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Campus Improvement Plan is posted to district website upon board approval.

2.4: Opportunities for all children to meet State standards

Please see TitleIcrate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleIcrate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see TitleIcrate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleIcrate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleIcrate for the following documentation.

5.1: Determine which students will be served by following local policy

Please see TitleIcrate for the following documentation.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------------|----------------|------------|
| Margarito Ayala | Curriculum Specialist | Title 1 | .80 |

Campus Advisory Team

| Committee Role | Name | Position |
|-----------------------------|--------------------|--------------------------------------|
| Classroom Teacher | Mary Gonzalez | Math Department Head |
| Classroom Teacher | Victoria Cardenas | Science Department Head |
| Parent | Cristy Perez | Parent |
| District-level Professional | Evelyn Castro | Federal programs Service Coordinator |
| Classroom Teacher | Edgar Guerrero | RLA Department Head |
| Administrator | Oralia Paulino | Principal |
| Administrator | Lisa Campa | Assistant Principal |
| Classroom Teacher | Maria Silos-Galvan | 6th Grade GLC |
| Classroom Teacher | Clarissa Perez | SPED Department Head |

Campus Instructional Leadership Team

| Committee Role | Name | Position |
|--------------------------|--------------------|-------------------------|
| Classroom Teacher | Mary Gonzalez | Math Department Head |
| Classroom Teacher | Victoria Cardenas | Science Department Head |
| Classroom Teacher | Edgar Guerrero | RLA Department Head |
| Administrator | Oralia Paulino | Principal |
| Administrator | Lisa Campa | Assistant Principal |
| Classroom Teacher | Maria Silos-Galvan | 6th Grade GLC |
| Community Representative | Clarissa Perez | SPED Department Head |

Campus Funding Summary

| General Fund | | | | | |
|------------------------------|-----------|----------|------------------------------------|--------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 15 | Character Ed (Books and Supplies) | | \$350.00 |
| 1 | 1 | 15 | Anti-Bullying (Books and Supplies) | | \$500.00 |
| 1 | 1 | 15 | Teach-To's | | \$1,500.00 |
| 1 | 1 | 23 | Rewards | | \$5,000.00 |
| 3 | 1 | 3 | Travel | | \$3,000.00 |
| 3 | 1 | 3 | Books/Supplies | | \$500.00 |
| 3 | 1 | 5 | food | | \$1,400.00 |
| Sub-Total | | | | | \$12,250.00 |
| LCFF - Supplemental | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 14 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Special Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 14 | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| State Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Paraprofessional Training | | \$1,600.00 |
| 1 | 1 | 4 | Salaries | | \$47,000.00 |
| 1 | 1 | 7 | Transportation | | \$4,333.33 |
| 1 | 1 | 21 | Paraprofessionals | | \$43,000.00 |
| Sub-Total | | | | | \$95,933.33 |
| Title I | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Sharon Wells (Travel) | | \$3,000.00 |

| Title I | | | | | |
|---------------------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Sharon Wells Curriculum | | \$25,000.00 |
| 1 | 1 | 5 | Summer School Salaries (Teachers/Paraprofessionals) | | \$55,000.00 |
| 1 | 1 | 7 | Teachers - salaries | | \$30,000.00 |
| 1 | 1 | 7 | Paraprofessional Pay | | \$3,000.00 |
| 1 | 1 | 8 | Professional/Consulting Services | | \$3,000.00 |
| 1 | 1 | 9 | Interventionist | | \$67,052.00 |
| 1 | 1 | 12 | Travel (TEKS Resource Conference, CAMT, CAST, TCEA, ESC20) | | \$10,000.00 |
| 1 | 1 | 13 | Summer Leadership Training | | \$4,500.00 |
| 1 | 1 | 16 | Mentor Stipends | | \$12,000.00 |
| 1 | 1 | 16 | Professional/Consulting Services | | \$16,000.00 |
| 1 | 1 | 27 | State Testing Conference | | \$1,500.00 |
| Sub-Total | | | | | \$230,052.00 |
| Title I Part A Allocation | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Personnel (IO) (80%) | | \$67,000.00 |
| 1 | 1 | 5 | Summer School Supplies & enrichment activities | | \$5,000.00 |
| 1 | 1 | 5 | Summer School Counselor Pay | | \$3,500.00 |
| 1 | 1 | 6 | Teacher Pay | | \$4,000.00 |
| 1 | 1 | 10 | CAMT/CAST Registration and Travel | | \$7,500.00 |
| 1 | 1 | 11 | IO salary | | \$67,000.00 |
| 1 | 1 | 11 | IO travel | | \$4,682.00 |
| 1 | 1 | 18 | Title 1 Part A | | \$2,500.00 |
| 1 | 1 | 18 | Campus needs assessment committee | | \$1,500.00 |
| 1 | 1 | 19 | Intervention Teacher | | \$67,000.00 |
| 1 | 1 | 19 | Substitutes for teachers and paras (\$5000 each) | | \$10,000.00 |
| 1 | 1 | 21 | Salaries | | \$60,000.00 |
| 1 | 1 | 21 | Substitutes | | \$1,500.00 |
| 1 | 1 | 24 | Supply list | | \$19,500.00 |
| 2 | 2 | 1 | supplemental programs | | \$3,000.00 |
| 3 | 1 | 2 | Region 20 - technical assistance | | \$1,250.00 |

| Title I Part A Allocation | | | | | |
|---|------------------|-----------------|---|---------------------|---------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 4 | transportation | | \$1,500.00 |
| 3 | 1 | 4 | tutoring | | \$1,000.00 |
| 3 | 1 | 10 | resources needed for bullying, anxiety, kindness, stress | | \$20,000.00 |
| 3 | 1 | 12 | Technical Assistance | | \$3,000.00 |
| Sub-Total | | | | | \$350,432.00 |
| Title I Part A: Parent Involvement | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 5 | CSCISD Federal Programs Service Coordinator travel to campus | | \$1,500.00 |
| 3 | 1 | 5 | take aways | | \$500.00 |
| 3 | 1 | 5 | parent notes/flyers | | \$500.00 |
| 3 | 1 | 5 | supplies | | \$1,500.00 |
| 3 | 1 | 5 | FPSC Salary | | \$5,800.00 |
| 3 | 1 | 6 | supplies | | \$1,000.00 |
| 3 | 1 | 6 | book author | | \$6,000.00 |
| 3 | 1 | 6 | books | | \$2,500.00 |
| 3 | 1 | 9 | Author book readings with books, motivational speakers, stress management presentations, cooking sessions, and crafting sessions. | | \$10,000.00 |
| Sub-Total | | | | | \$29,300.00 |
| State Compensatory Education | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 9 | Personnel (2 Paraprofessionals) | | \$47,000.00 |
| 1 | 1 | 19 | Para-professional Salary | | \$47,000.00 |
| 1 | 1 | 26 | ReadIt, 3rd Grade Saxon Phonics Kit, Get More Math | | \$10,000.00 |
| 2 | 1 | 1 | Certificated Personnel Salaries - substitutes | | \$3,500.00 |
| Sub-Total | | | | | \$107,500.00 |
| Local | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 10 | LPAC (Travel) | | \$600.00 |
| 1 | 1 | 20 | Teacher salaries and program equipment/material needs | | \$30,000.00 |
| 3 | 1 | 1 | Travel | | \$3,000.00 |

| Local | | | | | |
|-----------------------|-----------|----------|---|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$33,600.00 |
| Title V | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 5 | SEL Resources | | \$1,500.00 |
| 1 | 1 | 9 | Intervention Program for Reading and Math | | \$2,500.00 |
| 1 | 1 | 17 | Mice/headphones/mousepads | | \$6,750.00 |
| 3 | 1 | 2 | Misc Cont Services | | \$1,250.00 |
| 3 | 1 | 5 | family engagement take away | | \$500.00 |
| 3 | 1 | 10 | Supplies for therapeutic rooms | | \$9,000.00 |
| Sub-Total | | | | | \$21,500.00 |
| ESSER II | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 25 | Renaissance Suit program and training | | \$10,000.00 |
| Sub-Total | | | | | \$10,000.00 |
| ESSER III | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 17 | Technology | | \$292,000.00 |
| 1 | 1 | 22 | | | \$167,000.00 |
| Sub-Total | | | | | \$459,000.00 |
| ARP Homeless Grant II | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 4 | clothing, and hygiene items | | \$6,000.00 |
| 3 | 1 | 4 | supplies | | \$8,000.00 |
| 3 | 1 | 11 | | | \$4,192.00 |
| Sub-Total | | | | | \$18,192.00 |