

**Carrizo Springs High School  
Campus Improvement Plan ~ 2011 - 2012**

District Goal I		Carrizo Springs CISD will enhance academic and community accountability.						
Target 1		Average Daily Attendance will improve significantly for all student groups.						
Performance Objective 1		Build capacity and consistency in all aspects of student attendance collection.						
Summative Evaluation		ADA @ 94%						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
RS CNA	Provide incentives for perfect attendance through use of grant monies.	AEIS	Qualified Students	Campus Administrators	L = \$9,000 G = \$6,000 At-Risk Counselor Attendance Clerk	Six-Weeks	Staff Development Evaluation of Attendance Data to determine attendance trends	Lists of students who receive the incentives
RS PI	Implement Make-Up Attendance with all Extra Curricular attendees	Attn Records	All	Campus Administrators UIL Coaches Band Directors Ath Coaches	Staff	Semester	Data to determine attendance trends	List of students attending API/Wildcat opportunities
HQ PCI R/R	Maintenance of effort in support of sustainable programs <ul style="list-style-type: none"> <li>• General Ed Supplies</li> <li>• Instructional Personnel</li> <li>• Technology</li> <li>• Maintenance &amp; Repair</li> </ul>	TE	All	Executive Director of Curriculum Campus Administrators	L = \$767,737 G = \$33,785 Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

## Carrizo Springs High School Campus Improvement Plan ~ 2011 - 2012

District Goal I		Carrizo Springs CISD will enhance academic and community accountability.						
Target 1		Students, at all grade levels, within all special populations will show significant improvements in all academic areas.						
Performance Objective 2		Build capacity and consistency in the delivery of English Language Arts Curriculum						
Summative Evaluation		TAKS: ELA - 90%; EOC – State Average						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA PD RS T R/R	Job embedded staff development	AEIS	All	Executive Director of Curriculum Campus Administrators	L = \$4,330 F = \$21,279 ELA Staff	Semester	Staff Development Evaluations	Crates Personnel Staff Development Charts
CNA PD T R/R	Implement the use of Writers Workshops to positively influence TAKS Writing Holistic Scoring	AEIS	All	Executive Director of Curriculum Campus Administrators	F = \$5,000 ELA Staff	Semester	Staff Development Evaluations Walkthroughs	Crates Personnel Staff Development Charts PDAS
HQ PD PI T PCI R/R	Maintenance of effort in support of sustainable programs <ul style="list-style-type: none"> <li>• General Education Supplies</li> <li>• Instructional Personnel</li> <li>• Technology</li> <li>• Maintenance &amp; Repair</li> <li>• Dual Credit</li> </ul>	TE	All	Executive Director of Curriculum Campus Administrators	L = \$690,492 F = \$116741 Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

School wide Components = SW Comp.

CAN	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

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District Goal I		Carrizo Springs CISD will enhance academic and community accountability.						
Target 1		Students, at all grade levels, within all special populations will show significant improvements in all academic areas.						
Performance Objective 3		Build capacity and consistency in the delivery of Mathematics Curriculum.						
Summative Evaluation		TAKS: Math – 80%; EOC – State Average						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA PD RS T R/R	Staff Development as relates to instruction, technology, EOCs, and data analysis.	AEIS	All	Executive Director of Curriculum Campus Administrators	L = \$4330 Math Staff	Semester	Staff Development Evaluations	Crates Personnel Staff Development Charts
CNA PD T R/R	Implementation of Double Blocking Algebra I for incoming Freshman	AEIS	All	Executive Director of Curriculum Campus Administrators	F = \$40,513 Math Staff	Ongoing	Staff Development Evaluations Walkthroughs EOC Data	Crates Personnel Staff Development Charts AWARE Data PDAS
HQ PD PI T PCI R/R	Maintenance of effort in support of sustainable programs <ul style="list-style-type: none"> <li>• General Education Supplies</li> <li>• Instructional Personnel</li> <li>• Technology</li> <li>• Maintenance &amp; Repair</li> <li>• Dual Credit</li> </ul>	TE	All	Executive Director of Curriculum Campus Administrators	L = \$690,492 F = 116,741 Math Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

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District Goal I		Carrizo Springs CISD will enhance academic and community accountability.						
Target 1		Students, at all grade levels, within all special populations will show significant improvements in all academic areas.						
Performance Objective 4		Build capacity and consistency in the delivery of Science Curriculum						
Summative Evaluation		TAKS: Science - 80%; EOC – State Average						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA PD RS T R/R	Job embedded staff development	AEIS	All	Executive Director of Curriculum Campus Administrators	L = \$4,330 F = \$26,279 Science Staff	Semester	Staff Development Evaluations	Crates Personnel Staff Development Charts
CNA PD T R/R	Continuation of Probes Software to monitor student progress. Results will be interpreted and the necessary interventions will be implemented to move students towards mastery.	AEIS	All	Executive Director of Curriculum Campus Administrators Classroom Teachers	F = \$14,234 Science Staff	Semester	Staff Development Evaluations Walkthroughs	Crates Personnel Staff Development Charts AWARE Data PDAS
HQ PD PI T PCI R/R	Maintenance of effort in support of sustainable programs <ul style="list-style-type: none"> <li>• General Education Supplies</li> <li>• Instructional Personnel</li> <li>• Technology</li> <li>• Maintenance &amp; Repair</li> <li>• Dual Credit</li> </ul>	TE	All	Executive Director of Curriculum Campus Administrators	L = \$690,492 F = \$116,740 Science Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

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District Goal I		Carrizo Springs CISD will enhance academic and community accountability.						
Target 1		Students, at all grade levels, within all special populations will show significant improvements in all academic areas.						
Performance Objective 5		Build capacity and consistency in the delivery of Social Studies curriculum						
Summative Evaluation		TAKS: Social Studies – 95%; EOC – State Average						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA PD RS T R/R	Greater emphasis on graphs and charts interpretation for Wildcat Wednesday's	AEIS	All	Executive Director of Curriculum Campus Administrators	L = \$4,330 F = \$21,279 Social Studies Staff	Semester	Lesson Plans Analysis Walkthroughs	Lesson Plans PDAS
CNA PD T R/R	Sponge Activities created which will increase the vocabulary capacity of all students.	AEIS	All	Executive Director of Curriculum Campus Administrators Social Studies Teacher	F = \$5,000 Social Studies Staff	Semester	Lesson Plans Analysis Walkthroughs	Lesson Plans PDAS
HQ PD PI T PCI R/R	Maintenance of effort in support of sustainable programs <ul style="list-style-type: none"> <li>• General Education Supplies</li> <li>• Instructional Personnel</li> <li>• Technology</li> <li>• Maintenance &amp; Repair</li> <li>• Dual Credit</li> </ul>	TE	All	Executive Director of Curriculum Campus Administrators	L = \$690,495 F = \$116,740 Social Studies Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

School wide Components = SW Comp.

CAN	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

## Carrizo Springs High School Campus Improvement Plan 2011 - 2012

District Goal II		Carrizo Springs CSISD will maximize fiscal and human resources.						
Target 1		CSHS will create a campus climate that fosters collaboration and builds a strong sense of team.						
Performance Objective 1		Build capacity and consistency of the CSHS.						
Summative Evaluation		Student/Staff Surveys						
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA PD RS R/R	Staff Development in will focus on Team Building and Capacity Growth for all staff members.	FS	All	Executive Director of Curriculum Campus Administrators	F = \$17,883 Department Heads	Monthly	Staff Development Evaluations	Crates Personnel Staff Development Charts
CNA PD RS M PCI R/R	Maintenance of effort in support of sustainable programs <ul style="list-style-type: none"> <li>• General Education Supplies</li> <li>• Instructional Personnel</li> <li>• Technology</li> <li>• Maintenance &amp; Repair</li> </ul>	TE	All	Executive Director of Curriculum Campus Administrators	G = \$120,371 Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

School wide Components = SW Comp.

CAN	Comp. Needs Assess	HQ	Highly Qualified	R/R	Recruit & Retention	T	Transition	M	Assistance for Mastery
RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

**Carrizo Springs High School  
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2011 - 2012**

District Goal II		Maximize fiscal and human resources						
Target 1		CSHS will utilize fiscal and human resources to best meet the needs of ALL students on campus.						
Performance Objective 2		Align all expenditures to meet our campus goals and Campus Improvement Plan.						
Summative Evaluation		Campus Improvement Plan, Balanced Budget						
SW Comp	Actions or Implementations	Needs Asses s	Sp. Pop.	Person(s) Responsible	Resources Human/Material/ Fiscal	Form. Eval Timeline	Formative Evaluation	Documented
CNA PD PCI HQ R/R	Purchase materials and supplies to meet instructional needs: <ul style="list-style-type: none"> <li>• Supplies: Teacher, Office, Administrator, Nurse, Counselor, UIL</li> <li>• Data Processing and computer supplies</li> <li>• C-Scope materials</li> <li>• Media Center Service</li> <li>• Testing Material</li> <li>• Student Planners</li> <li>• Student Awards</li> <li>• Postage</li> <li>• Software Licensing</li> <li>• Snacks: TAKS, Parent or staff meetings</li> <li>• Reading Materials</li> <li>• Staff and student recognition</li> <li>• Professional Development</li> </ul>	CNA	All	Office Secretary Principal	L = \$35,175 F = \$2,106 Staff	Weekly	Budget Analysis	Budget Worksheet, RSCCC
PD	Travel as needed for professional development , UIL, and homebound services	SD	All	Executive Director of Curriculum Administrators	F = \$14,235 Staff	Weekly	P D Evaluations	Travel Requests Reports To CAT PD Forms
CNA PD RS M PI PCI R/R	Maintenance for sustainable support of programs. <ul style="list-style-type: none"> <li>• Child Nutrition</li> <li>• C-Scope</li> <li>• TAKS Proctors</li> <li>• Library services</li> <li>• Student Health Services</li> <li>• Plant Maintenance &amp; Operating Services</li> <li>• Security and Monitoring Services</li> </ul>	TE SS FS CS	All	Administrators Staff	L = \$1,118,085 F = \$23,930 Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans

	<ul style="list-style-type: none"> <li>• Data Processing Services</li> <li>• Administrative Support</li> <li>• UIL Services</li> <li>• Miscellaneous operating exp.</li> <li>• Parent and Community Training</li> <li>• Yearbook</li> </ul>							
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School wide Components = SW Comp.

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RS	Reform Strategies	PD	Prof. Development	PI	Parent Involvement	A	Teacher Inv. In Assess	PCI	Program Coordination & Integration

Needs Assessment

AEIS= Academic Excellence Indicator System; TPRI = Texas Proficiency Reading Inventory; SS= Student Survey; PS= Parent Survey; DR= Discipline Report; FS= Faculty Survey; A/S= ACT/SAT Survey; AC= Advanced Courses; TE= Teacher Experience; SD= Staff Development; TS= Technology Survey; BS= Business Survey; CS= Community Survey

Special Populations

GT= Gifted/Talented; LEP= Limited English Proficient; AR= At Risk; SE = Special Education; ED= Economically Disadvantaged; ALL= Every Student

# Carrizo Springs High School Campus Improvement Plan 2011 - 2012

District Goal II		Maximize fiscal and human resources.							
Target 1		CSHS administrators and staff will utilize fiscal and human resources to best meet the needs of ALL students on campus.							
Performance Objective 3		Instructional staff will be <b>Highly Qualified</b> according to NCLB standards.							
Summative Evaluation		Teacher Certificates							
SW Comp	Actions or Implementations	Needs Assess	Sp. Pop.	Person(s) Responsible	Resources Human/Material/ Fiscal	Form. Eval Timeline	Formative Evaluation	Documented	
PD HQ	PD Training to address unique needs of students Identified as a Special Population: Differentiation (update), RTI Plans (update), Classroom Management (Behavioral Issues), Subject Specific: Science, Math, Reading, Writing, Book Studies, Strategies for Inclusion, Special Ed. Updates: CPR, Crisis Plan, Defibrillator Usage	FS TE	All	Executive Director of Curriculum Administration Teachers	L = \$1,300 F = \$17,884 Staff	Monthly	Professional Development Evaluations	P D Planning Forms	
HQ R/R	Attend at least two area recruiting job fairs in order to attract the brightest and best for CSHS.	CAN AEIS HQ	All	Executive Director of Human Resources Administrator	Staff	EOY	Job Fair Agendas	HQ Recruits	
CNA PD RS M PCI	Maintenance for sustainable support of programs. <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li> <li>• Counselor</li> <li>• UIL Coaches</li> </ul>		All	Administrators	L = \$419,174 Staff	Ongoing	Walkthroughs Review of Lesson Plans	Crates Lesson Plans Compliance Reports PDAS Lesson Plans	

### School Wide Components = SW Comp.

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### Needs Assessment

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### Special Populations

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**District Mission Statement**

Carrizo Springs CISD will educate every student to exceed community, state and federal expectations

**State At-Risk Criteria used by CSCISD**

1. Did not perform satisfactorily on Readiness Test (PK-grade 3 Only)
2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (7-12)
3. Was not advanced from one grade to the next for one or more school years?
4. Did not perform satisfactorily on state assessment? Or has failed TAAS/TAKS in prior year and currently has passed; however, has not passed by the 110% rule? (please circle)
5. Is pregnant or is a parent?
6. Is/Was in D.A.E.P in preceding or current year?
7. Is/Was expelled (J.J.A.E.P.) in preceding or current year?
8. Is currently on parole, probation, deferred prosecution, or other conditional release?
9. Was previously reported to PEIMS as a dropout?
10. Is student Limited English Proficient (LEP)?
11. Is in custody or care of Dept. of Protective and Regulatory Services, or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of law?
12. Is homeless, as defined by U.S.A.C. section 11302?
13. Resided in preceding or current year in residential placement facility in the district, including a foster group home?

**Strategies CSCISD uses to improve student performance for at-risk students**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organize

**Accelerated Education – At-Risk/SCE, Titles I, II, III**

CSHS offers AP classes as well as Dual Credit classes. We also offer API Lab and A+ Lab which allow students to make up credits due to attendance issues. API/A+ could also allow students to take classes not offered by CSHS and get ahead in order to graduate early.

## **Strategies for Dropout reduction/ preventions we incorporate into our plans**

### **The Basic Core Strategies**

- Mentoring/Tutoring
- Service Learning
- Alternative Schooling
- After School Opportunities

### **Early Interventions**

- Early Childhood Education
- Family Engagement
- Early Literacy Development

### **Making the Most of Instruction**

- Professional Development
- Active Learning
- Educational Technology
- Individualized Instruction

### **Making the Most of the Wider Community**

- Systemic Renewal
- School-Community Collaboration
- Career and Technical Education
- Safe School

**Comprehensive Needs Assessment**

Beginning February 2010, Carrizo Springs District Advisory Council met to review district data, create parent, student, community, and business surveys. This information was gathered to inform decisions about budget appropriates and planning for the 2010-11 school year. Through monthly meetings Data Sheets were created which noted areas of concerns to address as well as areas of strengths to maintain. Input was sought from stakeholders throughout the community and from all campus representatives. Budget planning process and departmental meetings lead to a set of priorities for the coming school. After the identification of the priorities they were divided into district wide activities or campus based. If they were campus based the representative took them back to the campus for implementation. If they were district they were rank ordered by greatest importance. They were then placed into the District Plan for implementation and funding purposes. The final plan was developed throughout the summer and presented to the School Board of Trustees on August 24, 2010 for approval.

## **Higher Education**

### **Texas Grant Program - PROGRAM PURPOSE**

The purpose of the program is to encourage students to become certified teachers and to encourage these newly certified teachers to teach in a field having a critical shortage of teachers or in communities having a critical shortage of teachers.

The maximum amount that may be awarded to a student in a given semester or term is equal to two times the average amount of the TEXAS Grant for a fulltime student (12 or more semester hours.) Based on this average the Teach for Texas Conditional Grant award for a fulltime student is \$2,500 per semester or \$5,000 annually. Awards may be prorated for less than full-time but at least 3/4 time. **ELIGIBLE STUDENTS MUST:**

- obtain recommendation from the dean of the college/school/ or department of education. meet ALL the requirements of the TEXAS Grant, including but not limited to: Texas residency, a GPA of 2.5 on a 4.0 scale, satisfactory academic progress as defined in statute and rule, financial need, and application for any available financial aid or assistance. have applied for and been accepted into the educator certification program and be enrolled at least 3/4 time at an approved institution as a junior or senior in a baccalaureate degree program or a renewal recipient in the final fifth year required by some institutions in order to be recommended for certification (**this is not a post-baccalaureate program**) if:
- the degree program is in a teaching field certified as having a critical shortage of teachers in Texas in the year in which the person begins the educator certification program; or the recipient agrees to teach in a Texas community certified as experiencing a critical shortage of teachers in any year in which the person receives a grant or in any subsequent year in which the person fulfills the teaching obligation. enter into an agreement with the Coordinating Board committing to teach full-time for five years at the preschool, primary, or secondary level in a public school in Texas in the person's chosen critical shortage field or in a community experiencing a critical teacher shortage.
- sign a promissory note acknowledging the conditional nature of the grant and promising to repay the grant plus interest at an annual fixed interest rate of 7 percent and other charges stated in the promissory note.

**FIRST TIME APPLICANTS SEPTEMBER 1, 2001, OR LATER MUST ALSO:** receive a TEXAS Grant. This requirement does not apply to current juniors, seniors or a renewal recipient in the final fifth year required by some institutions in order to be recommended for certification.

**Higher Education Requirements are located at <http://www.theceb.state.tx.us/>**

The Texas Higher Education Coordinating Board is dedicated to meeting the goals of the state's higher education plan, [Closing the Gaps by 2015](#). If Texas achieves these goals, the state's economy will experience estimated increases of \$489 billion in total spending, \$194 billion in gross state product, and \$122 billion in personal income as well as the creation of over 1,023,000 new jobs by the year 2030. The state's return on its investment in higher education is estimated at \$8.08 for every \$1 invested.\* Policymakers, education leaders, the business community, students and families – in fact, all Texans - have a vested interest in meeting the goals of Closing the Gaps to help ensure a prosperous future for our great state.

### **Parental involvement programs**

The District's Title I Program shall be planned, designed, and implemented with meaningful consultation with parents of participating students. This consultation shall be organized, systematic, on/going, informed, and timely in relation to decisions about the program. To this end, the District shall:

Develop written policies, after consultation with and review by parents, to ensure parental involvement, including the District's commitment to give timely responses to recommendations by parents, and make those policies available to parents of participating students.

Convene an annual meeting, to which all parents of participating students are invited to explain the programs and activities provided in the Title I program.

Provide parents with reports of participating students progress. (Parent Connect, 3<sup>rd</sup> Week Progress Report, Six Weeks Report Cards

To the extent practical, conduct a parent/teacher conference with the parents of each student to discuss the student's progress, placement, and methods the parent can use to complement instruction.

Make Title I personnel (counselor, teachers, aides) readily accessible to parents.

Permit parents to observe Title I program activities.

If parents desire, provide opportunities for regular parent meetings to formulate input to the program.

Provide parents with timely information about the program.

Make parents aware of parental involvement requirements and other relevant program matters. (Home/School Compact)

Provide reasonable support for parental involvement activities, as parents may request. (Parent conferences)

Coordinate, to the extent possible, parental activities.

To the extent practicable, provide information, programs and activities for parents in a language and form that the parents understand.

Through consultation with parents, annually assess the effectiveness of the parents involvement program and determine what action needs to be taken, if any, to increase parental participation.

Train parents to work with their child at home.

### **Class Size Reduction**

The Class-Size Reduction Program was incorporated into the new ESEA Title II Teacher Quality block grant. States and local education agencies may use any portion of the nearly \$3 billion in Title II funds to, among other purposes, hire qualified teachers to reduce class size. Visit the [No Child Left Behind Act web site](#) for current information about Title II, and other Elementary and Secondary Education programs reauthorized by the *No Child Left Behind Act of 2001*.

### **McKinney-Vento Act**

The McKinney-Vento Homeless Assistance Act includes a definition of who is considered homeless for the purposes of this subtitle of the Act and, therefore, eligible for the rights and protections it provides. The guiding phrase of the definition states that children and youth who “lack a fixed, regular, and adequate nighttime residence” are considered homeless. The definition then specifies some living arrangements that would be considered a homeless situation due to not meeting the fixed, regular, and adequate standard. Examples include children and youth who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; children and youth who are staying in a motel or hotel due to lack of adequate alternative accommodations; children and youth who are living in an emergency or transitional shelter; and many other situations.

### **Texas Behavior Support Initiative**

The TBSI training modules are designed to assist campus teams in developing and implementing a wide range of behavior strategies and prevention-based interventions. These skills help educators establish school-wide, classroom and individual student level systems of support. The TBSI: School-wide Discipline Project and TBSI Interventions for Statewide with chronic behavior were developed based on needs assessment data collected during the 2002-03 school year.

### **Coordinated School Health**

A quality CSH program is an integrated set of planned, sequential, school-affiliated strategies, activities and services designed to promote the optimal physical, emotional, social and educational development of students. The program involves and is supportive of families and is determined by the community. It is based on local needs, resources, standards and values. It is coordinated by a multidisciplinary team (CSH Leadership Team) that is accountable to the community for program quality and effectiveness. By addressing health-related issues, schools not only foster students’ academic achievements, but also help to establish healthy behaviors that last a lifetime.

### **School Health Advisory Councils (SHAC)**

A SHAC is a group of individuals representing segments of the community, appointed by the school district board of trustees to serve at the district level, to provide advice to the district on coordinated school health programming and its impact on student health and learning. SHAC’s provide an efficient, effective structure for creating and implementing age-appropriate, sequential health education programs, and early intervention and prevention strategies that can easily be supported by local families and community stakeholders. SHAC Laws – Every independent school system is required by law to have a School District Health Advisory Council; of which the majority of members must be parents who are not employed by the school district.

### **Suicide prevention**

We use a guide called the Youth Suicide Prevention School-Based Guide which is designed to provide accurate, user-friendly information. The Guide is not a program but a tool that provides a framework for schools to assess their existing or proposed suicide prevention efforts (through a series of checklists) and provides resources and information that school administrators can use to enhance or add to their existing program. First, checklists can be completed to help evaluate the adequacy of the schools' suicide prevention programs. Second, information is offered in a series of issue briefs corresponding to a specific checklist. Each brief offers a rationale for the importance of the specific topic together with a brief overview of the key points. The briefs also offer specific strategies that have proven to work in reducing the incidence of suicide, with references that schools may then explore in greater detail. A resource section with helpful links is also included. The Guide will help to provide information to schools to assist them in the development of a framework to work in partnership with community resources and families.

### **Conflict resolution/Discipline Management/Violence Prevention/ Harassment and dating violence**

Project Wisdom is one of the oldest and most respected character education programs in the nation. There are three key components to this nationally-recognized, proven-effective program that comprise our approach to character education. Each component supports the other. The centerpiece of the program is a library of thought-provoking, inspirational messages which are narrated over your PA or in-house television system. In just one minute a day, you can reach every student and every staff member with a few words of wisdom that uplift and encourage. We offer three series of proven-effective broadcast messages. Each series comes with a binder containing enough messages to narrate for an entire school year. Your whole campus will start the day on a positive note that encourages everyone to do and be their personal best. Through this comprehensive program we are addressing various drug and violence prevention categories for our students daily. Project Wisdom encourages students to reflect upon the meaning of civic and personal values and the application of those values in their daily lives. Our data indicate reductions in discipline referrals as well as strong improvements in teacher morale, school climate, and social-emotional competencies. Current evidence suggests that good character education raises student grades and test scores.

### **Pregnancy-related services**

Pregnancy Related Services are support services the pregnant student may receive to help her adjust and stay in school during pregnancy and postpartum. Support services continue, as much as possible, while the student receives home instruction. Compensatory Education Home Instruction is provided during the postpartum period and upon physician's order during the pregnancy. Other **PRS** offered may include: counseling services, including individual, peer, self-help and career guidance; assistance in obtaining services from government agencies and community service organizations such as health and nutrition programs; instruction related to knowledge and skills in child development, parenting, home and family living and job readiness training; assistance in selection and obtaining child care; case management and service coordination; monitoring of student attendance and academic progress; school and other health services. Other services, such as tutorials and TAKS remediation may be utilized as needed.

### **DAEP**

Since adoption of the Texas Safe Schools Act in 1995, all Texas public school districts have been required to provide disciplinary alternative education programs (DAEPs). DAEPs serve as alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings. Chapter 37 of the Texas Education Code (TEC, 2005) stipulates that school districts must meet the educational and behavioral needs of students assigned to DAEPs but leaves program design and content to local discretion. TEC Chapter 37 defines DAEPs by physical setting and a limited set of requirements associated with curriculum and teachers. Each DAEP must:

- ✓ be provided in a setting other than a student's regular classroom;
- ✓ separate students assigned to the program from those not assigned to the program;
- ✓ focus academically on English language arts, mathematics, science, history, and self-discipline;
- ✓ provide for the educational and behavioral needs of students;
- ✓ provide supervision and counseling;
- ✓ require each teacher in the program to be certified in accordance with TEC Chapter 21, Sub-chapter B; and
- ✓ require each teacher in the program with a special education assignment to be appropriately certified or permitted for the assignment.

Our DAEP is located near the high school campus and provides service for the junior high and high school. The school district allocates to a DAEP the same expenditure, including federal, state, and local funds, per student attending the DAEP that would be allocated to the student's school if the student were attending his or her regularly assigned education program, including a special education program.

### **Dyslexia Services**

The Goals of the Dyslexia program are:

1. Develop and implement strategies for the appropriate identification and placement of all students who demonstrate characteristics of dyslexia.
2. Develop and implement procedures to monitor and record student's progress in the instructional program.
3. Ensure that the instructional programs utilized meet the components of an appropriate program as deemed by the Texas Education Agency to successfully serve our students.
4. Provide staff development to enable district personnel to implement dyslexia services.
5. Increase public awareness and understanding of dyslexia.

Objectives:

1. Students will learn and understand the English Language better.
2. Students will become successful readers.
3. Students will become more successful at the concepts of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
4. Students handwriting and spelling skills will improve and be more successful.

## **Technology Integration Plan**

**GOAL 1: CSCISD will shift traditional learning and teaching process that flows from teacher to student to a student centered system that empowers students for a global and digital world of information**

**OBJECTIVE 1.1:** Integrate technology into the regular classroom curriculum

**OBJECTIVE 1.2:** Access to the Internet, distance learning, and interactive videoconferencing, information systems, data banks and resources will be enhanced and expanded

**OBJECTIVE 1.3:** All students will learn and demonstrate the importance of ethical behavior relevant to technology and Internet usage

**GOAL 2: CSCISD will provide the necessary support and professional development that will prepare administrators, teachers, and staff for significantly different roles, different students, and different learning tools**

**OBJECTIVE 2.1:**

Build capacity in the instructional staff that will encourage and promote the development of the effective integration of technology through research-based instructional methods and strategies

**OBJECTIVE 2.2:**

Encourage all instructional staff to meet SBEC standards for technology literacy

**GOAL 3: CSCISD will provide a district and campus support system that will afford the necessary visionary leadership and requisite skills needed to lead the process of integrating technology into the classroom**

**OBJECTIVE 3.1:**

Coordinate the use of electronic data to support research-based decision making focused on student performance

**OBJECTIVE 3.2:**

Utilize technology at all as a tool to establish communication between the community and the schools to increase awareness and involvement

**OBJECTIVE 3.3:**

Develop a comprehensive technology plan that is reviewed and revised year

**GOAL 4: CSCISD will support, enhance, and maintain the existing infrastructure for the present and evolving technologies necessary to educate the students of today and tomorrow**

**OBJECTIVE 4.1:**

Ensure that all curricular and administrative areas have hardware and software to support goals and objectives of the District

**OBJECTIVE 4.2:**

.2. Maintain, update, support all campus and district telecommunication systems, network applications, Internet connectivity, and distance learning systems to ensure reliable communication and to meet the requirements of CSCISD's curriculum

## **CTE Plan**

CTE students will be enrolled in a coherent and rigorous academic CTE courses. The students and parents are given the opportunity to choose a program of study with an identified sequence of courses based on recommended high school graduation plans. These activities will promote seamless transition from high school to college and career. The courses will provide opportunities for students to learn all aspects of an industry, including industry-recognized certifications if appropriate. We feature career clusters in Agriculture, food, and natural resources; Architecture and Construction; Business, Management, and Administration; Education and Training; and Health Science. Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application. Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.

**Gifted and Talented**

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services. Students may be nominated for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons. Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL. Criteria to identify gifted and talented students shall be established in the Board-approved program for the gifted and talented. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities. Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but not be limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, teacher nominations based on classroom observations, student/parent conferences, and available student work products. A selection committee shall evaluate each nominated student according to the established criteria and shall select those students for whom gifted program placement is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students and shall be established for the District. Parents and students shall be notified in writing of selection for the gifted program. Participation in any program or services provided for gifted students is voluntary. The District shall obtain written permission of the student and the parents before a student is placed in a gifted program.

**Migrant Priority of Services**

<b>Goal:</b>	Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.				
<b>Objective:</b>	Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on COEs and 100% accuracy in meeting the Migrant Performance Based Monitoring criteria by June 30, 2011.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resource</b>	<b>Analysis of Program &amp; Impact</b>
<p><b>Priority For Service Students</b></p> <p>As a result of migrant students moving from school to school, students are often failing or at risk of failing. We will identify these students' academic needs to enable them to meet the State content standards and master the State assessment.</p>	Provide district staff criteria for Priority for Service (PFS) and a list Priority for Services Students through the Migrant Counselor	Monthly	Ex. Director of Curriculum	PFS Report Migrant Staff	100% of PFS students obtained above and beyond services
	Identify students in need of priority for services and provide priority placement instructional intervention programs	Monthly	Ex. Director of Curriculum	PFS Report Migrant Staff	100% of PFS students obtained above and beyond services
	Provide appropriate placement/ programs for students not meeting the State content standards or mastering TEKS objectives.	Year Round	Campus administrators and District Migrant Staff	Graduation Plans TAKS Scores Transcripts Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS
	Collect and analyze sources of student data to determine progress toward graduation.	Year Round	Migrant Counselor Educational Spec	Graduation Plans Transcripts TAKS Scores Campus Counselors	Increase in number of students completing partial credit and/or passing TAKS
	Provide an opportunity for counselors to analyze migrant student educational data.	Year Round	Campus Counselors	Graduation Plans Transcripts Campus counselors	Counselor evaluations Student feedback
	Ensure students have an opportunity to continue the class from previous school/school district/state.	Year Round	Campus Counselor	Transcripts	Counselor follow-up
	Provide parents with the knowledge of local and state requirements for promotion, graduation, academic progress of their child, PFS criteria and community or social services.	Year Round	Campus Counselor	PAC meeting Referrals Home/school visits	Parent evaluations Counselor follow-up
	Provide opportunities for teachers to attend staff development for enhancing their knowledge of the migrant student population.	Year Round	Ex. Director of Curriculum	District training and Region Service Center	Participant evaluations
	Provide direct counseling services to priority for service students.	Year Round	Ex. Director of Curriculum	District Migrant Counselor	Increase number of PFS students passing TAKS
	Provide district personnel with Priority for Services criteria and a plan of how PFS students will be serviced.	August and January	Ex. Director of Curriculum	PFS document	Increase campus knowledge of PFS students

	Provide district PEIMS contact NGS reports and review PEIMS data for NGS accuracy.	Monthly	Ex. Director of Curriculum	NGS specialist	100% of accuracy of migrant coding
	Identify all dropout students and help them enroll in a high school and/or GED program.	Year Round	Ex. Director of Curriculum r	NGS Reports PEIMS Reports Migrant counselor	Increase of dropout students who enroll in high school or GED program
	Maintain a PFS plan for all PFS students	Year round	Ex. Director of Curriculum	PFS Report Migrant Counselor	Increase number of PFS students passing TAKS