

DEVINE INDEPENDENT SCHOOL DISTRICT

Campus Improvement Plan for a Schoolwide Program

for

John J. Ciavarra Elementary School



Revised

October 31, 2023

*Translation assistance available upon request
Servicio de traduccion disponible al que lo solicite.*

John J. Ciavarra Elementary School

Campus Improvement Plan for 2023-2024

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Mission Statement

Success begins at John J. Ciavarra Elementary School. We believe that all children can learn and should have a caring teacher and a safe school environment to promote student learning. The school staff is responsible for developing a learning community which challenges all students and provides the resources necessary for students to reach their full potential: academically, socially, and emotionally. With qualified teachers, involved parents, a supportive community, and high expectations, these things can be accomplished; and our students will become tomorrow's leaders.

Say Ciavarra, Say Success!

Ciavarra Elementary School Demographic Profile

General District Information

Devine Independent School District is located in Devine, Texas in Medina County. Four campuses comprise the district: Devine High School (Grades 9-12), Devine Middle School (Grades 6-8), Devine Intermediate School (Grades 3-5), and John J. Ciavarra Elementary School. (Grades PK3-2nd)

Specific School Information

Ciavarra Elementary serves approximately 527 students. The student population is 66.1 percent Hispanic and 32.3 percent Anglo. Students who receive free or reduced lunch totals 68.5 percent. CES is a Title I school-wide campus.

Community Information

Devine is a small town of approximately 4,800 population. It is located on IH 35 south, 35-40 miles from San Antonio.

The town boasts a public library that is quite active within the community and an 18-hole golf course. The school and its activities are the center of the community. DISD programs receive overwhelming support from the community in every way.

Devine ISD staff members are dedicated to providing each and every student the best education through an intensive and challenging curriculum and sound research-based instructional practices.

Devine ISD's comprehensive needs assessment shows continued growth is needed in student academic performance to reach and maintain Exemplary status district-wide. In order to address this need, we must employee, train, and retain highly effective and motivated staff. To ensure limited disruption to instruction, it is vital that we provide a safe and secure environment and a welcoming culture and climate for all stakeholders.

**Ciavarra Elementary School
Site-Based Decision Making Committee
Title I, Schoolwide Program Planning
2023-2024
Campus Representatives**

Magdalena V. Strickland
Principal

Mandy Cross
AP

Katelyn Blanton
Counselor

Donna Zapata
Kindergarten Teacher

Gail Duffer
Pre-K Teacher

Jessica Alexander
Instructional Specialist

Julie Petrash
Second Grade Teacher

Michelle Vinton
First Grade Teacher

District Representative
Abigail Beadle

Parent Representative
Maria Silva
Lindsey McCelvey

Community Representative
Open

DEIC Committee Members

Ronda Shelton
Jessica Harrold
Jenni Hagdorn
Maggie Strickland

Grade-level Chair Persons

Melissa Gutierrez, Pre-K
Donna Zapata, Kindergarten
Alison Brown, First Grade
Julie Petrash, Second Grade

Component 1 • 2023-2024 Comprehensive Needs Assessment – CES

Family and Community Engagement

SW COMPONENT 6, CSF 5

GOAL 1

Data Sources Reviewed

- Google Classroom available to every teacher
- Daily attendance calls by School Messenger
- DISD Website Calendar of Events
- Parent contact through letters home, Remind, Class DoJo, School Messenger, Phone Calls, parent conferences, Smore newsletter
- *Devine News* articles/announcements pertaining to CES
- Veterans' Day Program participants program
- UIL
- Parent Sign-in Sheets/Counts (As allowed with Safety restrictions)
 - Meet the Teacher, Parent Conferences
 - Bronco Breakfast for Elementary and Intermediate
 - March Public School Week, Open House, and Art Show
 - Party Days
 - Awards Days
 - Special Events for parents during Book Fair
 - Pre-K/Head Start Events
 - Red Rally Week
 - Reading Under the Stars Night
 - Parent Night (separate grade levels)
 - Grade-level parent data meetings
 - Grade-level special events
 - Santa Letters for *Devine News*
 - Events with Warhorses and Arabians
- Grade-level weekly newsletters
- Home visits in Head Start in the fall and spring
- Opportunities to participate in PTO

Family and community engagement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

- Goal 1 Parents and the community will be informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Findings/Analysis

Strengths

- Trainings for Parents over ASCENDER Parent Portal
- Spanish Speaking campus personnel to provide extra support for Spanish speaking parents.
- Breakfast with the Broncos
- Daily attendance calls (School Messenger) and good record keeping
- Website Calendar of Events; Parent Calendars-emailed and printed
- Parent contact through phone calls, letters home, emails, School Messenger, conferences, and CES Express
- Veterans' Day Program and Red Rally
- Meet the Teacher and Grade-level Parent Meetings
- March Public School Week, Open House and Art Show
- Awards Days
- Grade-level newsletters each week
- Parental volunteers via survey
- Positive Office Referrals
- Presentations and parent trainings at CES/DIS Title 1 Parent Meetings
- Family engagement in Head Start/PreK—monthly collaborative parent-child projects, monthly parent committee meetings
- Read Across America with community readers
- Head Start services offered to both parents and children; i.e., health and nutrition counseling, free workshops for parents at ESC 20.
- Parent conferences in November and February

Needs

- More frequent updating of website and more useful information included
 - Paid personnel and/or time allotted during the school day to be able to make webpage updates, publish newsletters, etc.
- More money for instructional staff, both professional and paraprofessional.
- More technology training for parents
- Continue to emphasize parent/community involvement/engagement with activities already in place, which include classroom parties, and other things listed in strengths.
- Translate all forms/campus plans in Spanish
- Provide more opportunities for parents to be involved in the campus to support students.

Summary of Needs: There is a need for someone to either have regular time to keep the website updated and accurate. We give parents many opportunities for involvement, but there is always a need for more parental engagement.

At Ciavarra Elementary, there are many opportunities for parent involvement/engagement; i.e., Veterans Day Program, Red Rally, classroom Christmas and Valentine's Day Parties, Bronco Breakfast, Title 1 Parent Meetings, Math/Science Night. Invitations are sent home for all these events.

Data Sources Reviewed

- Multi-Tiered Student Support (MTSS)
 - In-school tutoring program; 1:2 or 3 with aide during specials; small groups with teacher
 - Counselor and teacher documentation
- Communication with parents via Teacher Portal, Remind, DoJo, email
- mClass BOY, MOY, EOY for grades Kinder through 2nd grade
- ESL teachers
- iReady
- 95% Phonics for grades Kinder, 1st and 2nd grade classes
- AR Clubs
- Recognition of students individually: Positive Office Referral
- Reading Eggs, Lexia, and Brain Pop
- Reading interventionist for K-2; Approximately 40 students in each grade level see an interventionist.
- Behavior Unit for CES and DIS.
- iPad and/or Chromebooks used in classrooms.
- Unit Assessments for 1st and 2nd grade

Reviewed varied sources of formal and informal data that provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study and state standards while meeting full education potential. Reflects on demographic/make-up of students and how to implement strategies to meet their needs.

- Goal 2 Students will meet the state standards and will be encouraged to meet their educational potential.

Findings/Analysis**Strengths**

- Positive Office Referrals & recognition by the campus principal in the classroom
- Campus “traditions” which foster an ideal of success
- “Vested Interest” of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Attendance is made a priority and encouraged through student incentives every 6 weeks
- Parent surveys indicate a high degree of satisfaction with all campus programs and services
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Screenings for dyslexia in Kinder & 1st grade
- Reading interventionists trained in dyslexia interventions
- iReady assessments
- GT Teacher/Program
- Promethean Boards in every classroom

Needs

- Dedicated Substitutes
- Extra aids to support in classrooms
- Math interventionist
- Increased parental involvement, especially in supporting students’ academic success
- Additional funds/support for dedicated substitutes
- Increased opportunities for teacher input and decision-making
- Additional staff needed to promote inclusion of special education students, provide content mastery opportunities for all special populations, and offer additional forms of intervention to all struggling students
- Smaller class sizes
- Parent Liaison
- Additional special ed staff to support increasing special ed population
- Vertical team meetings

- Tier system in place for MTSS
- Grade-level parent meetings at beginning of school year
- Parent trainings such as Parent Portal at GL Parent Mtgs.
- Continue to update tablets/Chromebooks
- Retention of aides to sufficiently serve student populations.

Summary of Needs

CES has a strong sense of tradition and maintains high expectations for student success. We have high student learning rates and student performance because of our dedicated staff. As our at-risk population continues to grow, we will need more personnel to provide small group instruction and some pullout programs. We will measure student growth by looking at BOY, MOY, and EOY mClass results, and iReady and unit assessments. Parents and community are supportive of our campus and programs; however, additional parent involvement/engagement is needed to promote academic success. We believe that the earlier parents get involved, the better. We are in need of a parent liaison to better forge the relationship between school and family.

Curriculum and Instruction

SW COMPONENT 2, CSF 1, 2

GOAL 3

Data Sources Reviewed

- All Core Subject Areas:
 - Vertical Alignment Document
 - TEKS-Based BOY, MOY, EOY Assessments
- BOY, MOY, EOY mClass, K-2, Gold in Head Start classes
- Integration of TEKS Resource System with fidelity.
- Use of IPP 3.0 Planning: YAG/Pacing Calendar, TEKS Clarification, Tex Guide,
- Collaborating the process of backwards planning for grades 1 & 2
- Textbooks and Ancillary Materials
- Campus Teacher Surveys
- Lesson Plans
- Grade-level Meeting Agendas/Minutes
- LCD Projectors, document cameras, Smartboards, interactive televisions in classrooms, iPads, Chromebooks
- Computer programs

Describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes. C & I incorporates technology by applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities

- Goal 3 A well-balanced and appropriate curriculum will be provided to all students.

Findings/Analysis

Strengths

- Use of IPP 3.0 Planning: YAG/Pacing Calendar, TEKS Clarification, Tex Guide,
- Collaborating the process of backwards planning for grades 1 & 2
- TEKS-based assessments

Needs

- Continued enrichment opportunities for G/T
- Content mastery support provided for all special population students

- Online intervention supports, such as iReady
- mClass data used to plan interventions, adjust scope and sequence
- Weekly grade-level meetings to address curricular needs, share best practices
- Two computer labs and lab assistants
- Software programs used for all grade levels, including pre-kinder
- mClass for data used three times each year in K-2
- Small-group math instruction
- Small-group reading instruction; reading interventionists
- SmartBoards/interactive televisions in every classroom
- Chromebooks
- Head Start Gold Assessments, three times per year
- The addition of 95% phonics program
- Continued training on implementation of special education accommodations, modification of curriculum, differentiation within the mainstream setting, especially for new staff
- Math interventionist
- Smaller class sizes
- Continued financial support for iPads, Chromebooks, interactive televisions, etc.
- Continued integration of Google Classroom in every K-2 classroom
- Teachers need continued training in the new phonics program, 95%
- Teachers need further training with I-Ready.
- Needing extra para's for instructional support

Summary of Needs

Although we are working toward a consistent curriculum and instruction tool across the district, we have many needs. Teacher's need additional training in the planning and delivery of 95% phonics so that our students continue to grow. Teacher's also need continued professional development in Depth of Knowledge/adding RIGOR to instruction so G/T needs are met equally with those of students in other special populations. Teachers also see a need for more staff support for special education accommodations in the regular education classroom. Providing some sort of content mastery during the school day for all students with special needs is also an area of great need. We are hopeful that we will continue the programs we have now to aid instruction. These include giving the mClass and small-group math materials. We still have a need to replace our older Promethean Boards as teachers use them on a daily basis.

Qualified and Effective Personnel

SW COMPONENT 3 , CSF 7

GOAL 4

Data Sources Reviewed

- Grade-level demographics
- Campus Staff Development Survey
- T-TESS data using Eduphoria/Strive
- Non-Instructional Personnel Appraisal data

Addresses staff quality, recruitment and retention of high-quality, highly-effective staff, and assessing the effect of recruitment and retention strategies on staffing patterns. Also includes providing professional development of creative and innovative techniques to improve student learning.

- Goal 4 Highly-effective personnel will be recruited, developed, and retained.

Findings/Analysis

Strengths

- All professional staff & paras are effective
- Additional CDA training for Head Start assistants
- A positive environment for staff
- Positive things done for teachers
 - Sunshine Committee made up of employees
 - Pay-day treats/Birthday Cake
 - Special breakfast/lunches
 - Treats during Teacher Appreciation Week
 - Christmas Party for employees
 - Refreshments for faculty meetings, drink cart
 - Music identification game for employees via morning announcements
 - Incentives for community/school support (i.e., Sonic drinks, fund-raising help, dress-up days)
- All efforts to cooperate with special circumstances
- Mentoring support for new teachers and stipends for mentors
- Stipends for grade-level chairs, ESL teachers, Guardian Plan members

Needs

- More reliable Substitutes
- More adults trained in social & emotional learning
- More students with emotional needs
- Staff training/development is needed in the use and implementation of available technology
- GT / ELL / Dyslexia training for teachers
- Competitive salaries to help attract excellent teachers
- More para's to assist with instructional supports in classrooms
- Smaller class sizes
- Specialized training for aides

Summary of Needs

The staff at CES is highly effective and they do an excellent job in the classroom. We hope we will be able to retain the teacher to student ratio we have now. We all know that research shows that, at all grade levels, but especially at early grade levels, the smaller class size, the higher the achievement. Our at-risk and special education populations continue to grow. These children require more individual intervention and attention, and, therefore, more personnel. With budget cuts from the state, class size has risen affecting student learning, teacher morale, and the overall campus climate.

Data Sources Reviewed

- CES Mission Statement
- CES Motto—Say Ciavarra, Say Success
- I Matter Manifesto
- Student/Class Rewards
- Attendance Reports for Attendance Incentives
- Discipline Reports
- 2023-24 Faculty Survey
- Mentor/Mentee Teacher Surveys-when there is a first-year teacher
- Safety Drill Reports
- Conscious Discipline in Head Start
- Positive Office Referrals
- Sunshine Committee

Addresses issues to increase attendance and student completion/graduation rate. Seeks to maintain a safe and disciplined environment conducive to student learning and to the values, beliefs, transitions, and customs, which shape the personality/climate of the district (how parents, community, staff and students feel about the school and affects how people interact within the system).

Goal 5 The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Findings/Analysis**Strengths**

- Campus "traditions" which foster an ideal of success
- "Vested Interest" of staff, comprised of many local alumni or residents with children/grandchildren in the school system
- Clearly defined emergency procedures with monthly opportunities for practice and feedback
- Behavior Unit to support student's needing more assistance with structure
- Attendance is made a priority and encouraged through student incentives every 6 weeks.
- Clean and orderly campus facilities
- Teachers care and are helpful, routinely make themselves available to students for assistance outside the school day
- Individual student rewards: Positive Office Referral
- The 4 step apology method used when dealing with student disagreements
- Many opportunities for teacher input in decision-making.
- Consistent classroom rules and enforcement
- Mentoring program
- Use of compliment charts in classrooms.
- Continuation of Guardian Plan

Needs

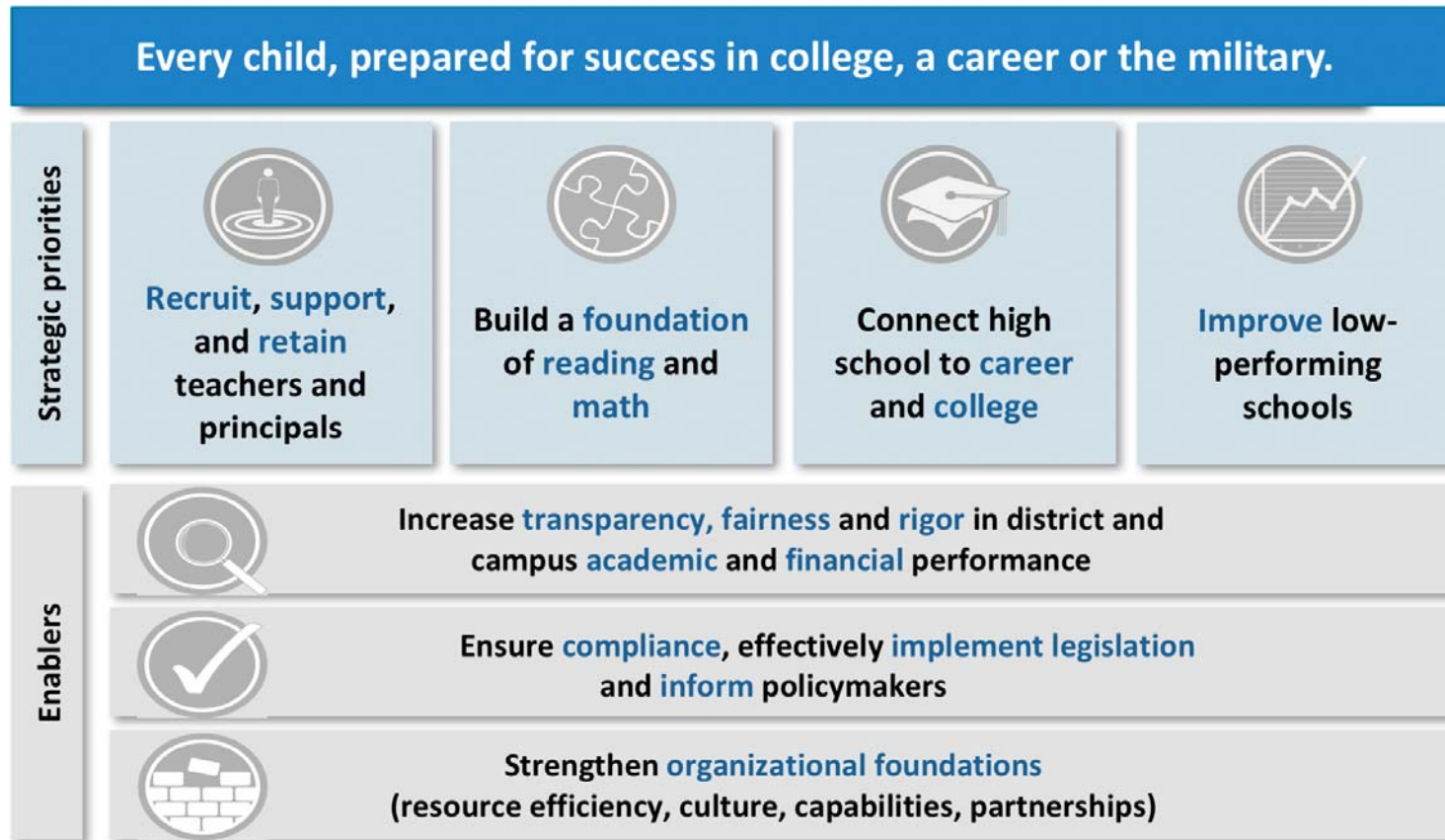
- Increased parental engagement, especially in supporting students' academic success and instructional objectives.
- Increased funding and fundraiser approval in order to pay for awards programs.
- Retention of aides to be able to serve student populations adequately.
- More training for employees to deal with social & emotional situations
- Closed building for students to walk to the cafeteria and gym

- Nurse message to parents in CES Express

Summary of Needs

CES fosters a positive and nurturing school climate. We have events that recognize students and include parents in all our events. We also foster collegiality among faculty members by recognizing birthdays each month with cake, rewarding perfect attendance for staff each six weeks. At CES safety is our number one priority. We practice safety drills throughout the school year. Teachers and students are trained monthly on what to do in the case of an emergency. We do need funds to continue recognition programs; we now fund these through donations and fund-raising. Our campus still needs an enclosed building for our students to walk to the cafeteria and gym.

TEA Priorities



Goals and Objectives for John J. Ciavarra Elementary School

District Goal #1: FAMILY AND COMMUNITY INVOLVEMENT

Parents, families, and the community will be informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective: 1. *To increase community and family involvement* *CSF 5*

Campus Goals:

1. To systematically communicate with families and encourage their involvement with the school
2. To strengthen public confidence in our school
3. To increase the business community's understanding and involvement in the educational program of the school
4. To include parents, families, and community in decision making
5. To have communication and plan available in Spanish

District Goal #2: STUDENT ACHIEVEMENT

Students will meet the state standards and will be encouraged to meet their educational potential.

Campus Objectives:

1. *To increase student achievement on MCLASS* *CSF 1, 2, 3, 4*
2. *To maintain high academic expectations of students*
3. *To reduce the achievement gap among disaggregated student populations on MCLASS*
4. *To increase the achievement of special populations students on MCLASS*

Campus Goals:

To provide the academic foundation that enables:

1. Kinder Goal= 75% or more of students will be developed on composite score for mClass, 85% or more will show growth on EOY iReady.
 2. First Grade Goal= 75%+ of students will be developed on Composite Score for mClass-reading, 85% or more of students will show growth in math on EOY iReady.
 3. Second Grade Goal= 80% or more of 2nd graders will demonstrate growth in EOY iReady Reading, 80% or more of 2nd graders will demonstrate growth in EOY iReady Math.
-

District Goal #3: CURRICULUM AND INSTRUCTION

A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective:

- 1. To provide a well-balanced and appropriate curriculum to meet the needs of the campus community CSF 1, 2***
- 2. To integrate Professional Learning Communities (PLS's) in grades K-2 to improve student achievement***

Campus Goals:

1. To teach the appropriate essential knowledge and skills at each grade level with TEKS Resource System
 2. To use multiple sources of student data to drive instruction and intervention
 3. To enhance the effectiveness of classroom instruction and student learning through appropriate use of 5 components of quality instruction
 4. To build, revise, and review assessments and work with backwards planning of instruction and lessons in grades 1 & 2
-

District Goal #4: QUALIFIED AND EFFECTIVE PERSONNEL

Highly-qualified effective personnel will be recruited, developed, and retained.

Campus Objective: ***1. To recruit and retain highly effective staff CSF 7***

Campus Goals:

1. To notify Central Office of impending vacancies so that the district will recruit qualified and effective teachers
 2. To provide timely orientation for new staff
 3. To assign each new teacher an experienced mentor
 4. To provide administrative support to all personnel
-

District Goal #5: SCHOOL CLIMATE: SAFE AND DISCIPLINED ENVIRONMENT

The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective: ***1. To maintain high expectations of students and provide a safe and nurturing environment, conducive to learning CSF 6***

Campus Goals:

- To build a positive school climate and culture with teamwork among faculty, staff, and parents and implementation of the Sunshine Committee

- Involve district staff, campus staff, parents, and community representatives in improving student achievement through shared decision making
- To build a safe campus by conducting weekly gate and door checks and log any discrepancies

Parents, families, and the community will be informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective: 1. *To increase community and parental engagement*

Campus Goals:

1. To systematically communicate with families and encourage their involvement with the school
2. To strengthen public confidence in our school
3. To increase the business community's understanding and involvement in the educational program of the school
4. To include parents families, and community in decision making
5. To have communication and plan available in Spanish

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. -Dec.	May
1. Inform families about school activities through Remind, Class DoJo, School Messenger, parent-teacher conferences, Biweekly CES Express, local newspaper, school web site, and notes to parents.	Principal AP Teachers	Staff Title I funds Local	August 2023 – May 2024 SW Component 6	Copies of newsletters and PTO agendas on file, evaluation of Parent Sessions, CES Express archives, sign-in sheets.		
2. Conduct parenting classes and presentations with Devine Intermediate Campus in the cafeteria and with Headstart Representatives. For example: Reading Literacy Night/Reading Under the Stars in February.	Principal, Counselor, Director of Special Programs, Head Start Director,	Staff Title I, Part A Title III, Part A SCE	September 2023- May 2024 SW Component 10	Class enrollment sheets and copy of curriculum on file		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. -Dec.	May
3. Ensure regularly scheduled and efficient Language Proficiency Assessment Committee (LPAC) meetings by providing timely results of student assessments and other relevant information on Bilingual/ESL Education.	Director of Special Programs, Principal, Counselor	Local Funds	August 2023 - May 2024 SW Component 2	LPAC meeting minutes		
4. Increase family and community engagement via the Site-Based Decision Making Committee.	Principal, SBDMC	Staff Site-Based Decision Making Committee	August 2023 - May 2024 SW Component 6	Attendance sign-in sheets at SBDMC meetings		
5. Improve parent-school relations by increasing contact with families regarding the special programs in which their children may participate, including Gifted and Talented, Reading Intervention, and ESL.	Principal, Counselor, Director of Special Programs,	Staff G/T Campus Rep	August 2023 - May 2024 SW Component 6	Documentation of home visits and phone logs on file, attendance sign-in sheets for parent meetings, newspaper press releases		
6. Conduct a spring Open House where families may meet with their children's teachers to review and discuss student achievement reports and view student accomplishments.	Principal, Classroom teachers	Staff	March 2024 SW Component 6	Attendance sign-in sheets and school calendar		
7. Develop opportunities for families to interact with classrooms through activities such as volunteer days and guest reading days, such as Read Across America, Fiesta Friday, First Grade Shoebox Parade, Kinder ABC Parade	Principal, Classroom teachers, Parents	Staff	August 2023 - May 2024 SW Component 9	Sign-in Sheets Newspaper articles Information sent home in folders		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
8. Encourage emerging literacy by continuing, “Read with Me” in Pre-K as students take books home and read with their families; and increase the number of participants.	Pre-K teachers Head Start Director, Principal,	Staff, Parents, Com- munity members	September 2023-May 2024 SW Components 7, 9	Increase number of books read noted in reading logs, reader sign-in sheets		
9. Host a “Breakfast with Broncos” and “Lunch with the Warhorses and Arabians” in October	Principal, Cafeteria Staff	Staff	October - November 2023 SW Component 9	Sign-in sheet		
10. Increase interest and community involvement in Red Ribbon Week activities by advertising the daily activities, the pep rally, and distributing ribbons to students/staff. Include alcohol, drug, and tobacco awareness through daily announcements.	Principal, SBDMC, Director of Federal Programs, Counselor	Staff	October 2023 SW Component 10	Number of ribbons distributed, Activity schedules, Lesson plans		
11. Improve parental awareness of school success by making available TAPR and School Report Card	Principal	TAPR Report Card	January 2024 SW Component 1	Website		
12. Conduct an annual Title I public meeting to inform families of Title I programs and review the school-parent compact.	Director of Federal Programs Parent Place Facilitators, Principal,	Title I	Fall 2023 SW Component 6	Sign in sheets Evaluation Forms Minutes		

Activities/Strategies	Person Responsible	Resources Needed	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
13. Head Start will continue to have Parent Committees that meet once a month during the school year.	Head Start teachers, ESC 20	Head Start funds	Sept. 2023-May 2024 SW Comp 2, 6	Sign-in Sheets		
14. Have “Coins for College” during our Education—Go Get It! Week and reward students if we meet the goal to donate to Devine Dollars for Scholars.	Principal Teachers	Local funds for reward	February 2024 SW Component 6	Money collected		
15. Meet yearly with parents of GT students to explain program.	Principal, GT teachers	Local funds	October 2023 SW Component 6	Sign-in sheet		
16. Use program such as Remind, Class DoJo, smore “CES Express” and School Messenger to send reminders to parents and families about school activities.	Teachers Principal	Local Funds	August 2023-May 2024 SW Component 6			
17. Continue offering all the Head Start programs for families and children.	Head Start teachers, FSA’s, ESC 20	Head Start funds	August 2023-May 2024 SW Component 6	Records		
Activities/Strategies	Person Responsible	Resources Needed	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
18. Parents/families are given information about mClass, and iReady. Parents/families also have access to the online gradebook.	Principal, Teachers	Local funds	August 2023-May 2024 SW Component 6	Records, Conferences		
19. Have grade-level parent/family meetings during the first two weeks of school. Integrate parent training about Parent Portal at that time.	Principal Classroom teachers	Local	September 2023 SW Component 6	Sign-in sheets		

20. Read with dad for Pre-Kinder and Head start	Head Start teachers, FSA	Local	August 2023-May 2024 SW Component 6	Sign-in sheets		
21. Pre-Kinder uses parent volunteers to help in the classrooms.	Pre-Kinder teachers	Local	August 2023-May 2024 SW Component 6	Sign-in sheets		
22. Dyslexia Parent meeting once a year	Reading Specialist and teachers	Local	August 2023-May 2024 SW Component 6	Sign-in sheets		
23. Maintain personnel in order to reduce the achievement gap between low-performing students and all students by providing instruction and remediation in small group settings.	Principal Classroom teachers	Local SCE Title I-Part A	August 2023 - May 2024 SW Component 2, 3, 9	mClass data, iReady data, TELPAS results		

District Goal #2: STUDENT ACHIEVEMENT

CSF 1, 2, 3, 4

Students will meet the state standards and will be encouraged to meet their educational potential.

Campus Objectives:

- 1. To increase student achievement on MCLASS***
- 2. To maintain high academic expectations of students***
- 3. To reduce the achievement gap among disaggregated student populations on MCLASS***
- 4. To increase the achievement of special populations students on the MCLASS***

Campus Goals:

To provide the academic foundation that enables:

1. Pre-Kinder Goal=
2. Kinder Goal= 75% or more of students will be developed on composite score for mClass, 85% or more will show growth on EOY iReady.
3. First Grade Goal= 75%+ of students will be developed on Composite Score for mClass-reading, 85% or more of students will show growth in math on EOY iReady.
4. Second Grade Goal= 80% or more of 2nd graders will demonstrate growth in EOY iReady Reading, 80% or more of 2nd graders will demonstrate growth in EOY iReady Math

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Continue the Accelerated Reader program in grades 1 and 2 through the addition of new books, test updates, software upgrades, and point club incentives.	Principal Librarian Classroom teachers	Local fund Staff	August 2023 - May 2024 SW Component 2	Library records Achievement in AR point clubs		
2. Improve services to LEP students through increased training for teachers, the sharing of information in staff meetings, review of existing strategies, and implementation of necessary changes.	Principal, Director of Federal Programs, ESL teachers	Staff ESC 20 Title III, Part A	August 2023- May 2024 SW Component 2	Meeting minutes, walk-through forms, achievement levels of LEP students on the mClass and TELPAS		
3. Conduct small group instruction where teachers and aides work with individuals or small groups for thirty minutes to address the academic needs of students as part of MTSS	Principal Classroom teachers, Counselor	Staff	August 2023 - May 2024 SW Component 9	Classroom grades, mClass results Small group instruction data		
4. Incorporate 95% Phonics in grades Kinder through 2 nd grade.	Principal, Classroom teachers	Staff 95% Handbooks Teacher clicker	August 2023 -May 2024 SW Component 9	Lesson plans, phonics grades		
5. Incorporate computer-assisted instruction and practice tests into existing curriculum to identify students to take to the MTSS meetings with our campus counselor.	Counselor Principal, Classroom teachers, Computer Lab aides	Technology labs SCE, Title I Local Chromebooks	August 2023 -May 2024 SW Component 9	mClass, Benchmarks, and iReady BOY, MOY		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec..	May
6. Celebrate the 50 th and the 100 th day, grades Pre-K--2 by incorporating numerous counting/measuring methods into lesson plans and incentives for students.	Principal Classroom teachers	Staff Math materials	50th day of school, 100 th day of school SW Component 9	Lesson plans, Activity lists, Walkthrough forms		
7. Implement challenging curriculum for gifted and high achieving students, accomplished through integrated instruction and Depth of Knowledge (DOK) questions.	Principal Classroom teachers	Staff Local funds	August 2023- May 2024 SW Component 2	Lesson plans, Program evaluations by parents and staff.		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
8. Continue assessment of students in the state mClass reading inventory in grades K-2, serving at-risk students through the Tier II and Tier III models with a reading interventionist at each grade level, K-2.	Principal Classroom teachers	mClass materials Title I, Part A	September 2023, January 2024, and May 2024 SW Component 8	mClass results, Reading Interventionists' Data		
9. Continue 2 nd grade student participation in the UIL program which features students' special interests and skills.	UIL Coordinators and Coaches, Principal Classroom teachers	UIL guidelines Local funds	UIL competition	UIL program enrollment UIL District Meet results		
10. Facilitate transition of early grades--Head Start and kindergarten teachers will conduct parent meetings and bring Pre-K students to tour kindergarten classes. We also invite Red Rooster and Happy Home students to tour.	Principal Classroom teachers	Staff, Training for teachers, aides and parents, Head Start funds, Local	August 2023- May 2024 SW Component 7	Participation lists Sign-in sheets		
11. Familiarize teachers with educational backgrounds of students with special needs, grades PreK-2 nd .	Principal, Special Education Director, Counselor, Teachers	Staff	August 2023 - May 2024 SW Component 7	Meeting logs Sign-in sheets Conferences		
12. Continue GL parent meetings at the beginning of the year.	Principal AP Teachers	Local funds	September 2023 SW Component 6	Sign-in sheets		
13. Integrate a parent training on Parent Portal at those meetings.	Principal Secretaries Central office	Computer Labs	August-October 2023	Sign-in sheets		
14. Test all kinder and first grade students with a dyslexia screener at the middle and/or end of the year.	Principal, Reading Interventionists, Classroom teachers	Local funds Title I, Part A	April-May 2024 SW Component 7	MOY / EOY mClass		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
15. Continue to budget for awards and student recognition.	Principal	Local funds	2023-24 SW Component 6	Awards		
16. Continue to implement iReady in labs in classrooms for intervention/acceleration. Also continue Reading Eggs, etc.	Teachers, Principal, AP, Computer Lab Assistants	Local funds IMA funds	2023-24 SW Component 6	Student Reports		
17. Apply the Fundamental 5 concepts to quality instruction in K-2 nd grade.	Principal Classroom Teachers	Title 1 funds Local funds	January-May 2024	Observations, PLC's		

District Goal #3: CURRICULUM AND INSTRUCTION**CSF 1, 2**

A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective:

- 1. To provide a well-balanced and appropriate curriculum to meet the needs of the campus community CSF 1, 2***
- 2. To integrate Professional Learning Communities (PLS's) in grades K-2 to improve student achievement***

Campus Goals:

1. To teach the appropriate essential knowledge and skills at each grade level with TEKS Resource System
2. To use multiple sources of student data to drive instruction and intervention
3. To enhance the effectiveness of classroom instruction and student learning through appropriate use of 5 components of quality instruction
4. To build, revise, and review assessments and work with backwards planning of instruction and lessons in grades 1 & 2

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. -Dec.	May
1. Monitor PLC's and meetings where teachers collaborate and plan instruction based on student data.	Principal, AP Instructional Coordinator	PLC agenda's Google network	August 2023 - May 2024 SW Component 1	PLC agenda's, grade level agenda's, Google file		
2. Provide teachers with the necessary curriculum materials to promote learning and meet TEKS standards through TEKS Resource System.	Principal, AP	District budget SCE funds	August 2023 - May 2024 SW Component 1	Purchase orders/receipts on file, Materials documented in lesson plans		
3. Provide training for teachers, in specific areas: Depth of Knowledge, (DOK), 95% Phonics, iReady assessment, Special Ed supports	District PD Instructional Specialist	Title I and IV, Part A IEP Analysis Grant	August 2023- May 2024 SW Component 1	Sign-sheets, lesson plans, observations		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
4. Continue at-risk reading and math intervention strategies K—2 nd through classroom monitoring. Identify strategies for interventions for MTSS support.	Principal, K-2 Teachers and Interventionists, Counselor	iReady Mathseeds, Reading Eggs Reading A-Z More Starfall Local/ IMA funds	August 2023- May 2024 SW Components 2, 9	Pre- and Post-Tests Lesson Plans Walk-Throughs, mClass/Amplify Progress Monitoring MTSS		
5. Incorporate iReady assessments into K-2 math and reading BOY, MOY and EOY	Teachers Computer Lab Aides	Local funds' IMA funds	August 2023 – May 2024	iReady software Lesson Plans		
6. Identify and use research-based teaching methods outlined in Fundamental 5 concepts of quality instruction.	Principal, Instructional Specialist Grade-level teams	Staff Local funds	August 2023 - May 2024 SW Component 2	Observations PLC's		
7.Participate in PLC's to develop and refine instructional strategies.	Teachers Instructional Specialist	Instructional resources	August 2023 - May 2024	Observations		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct.-Dec.	May
8. Provide mClass staff development for test administration as needed.	Principal Grade-level Coordinators, Reading Interventionists	mClass Instrument, Teacher training, ESC 20 Title I, Part A	Fall 2023 and Spring 2024 SW Components 3, 5	mClass Student data Teacher attendance rosters		
9. Continue character education, including units on bullying, curriculum for students in K-2 and presentations in special classes.	Counselor	Local funds	August 2023 - May 2024 SW Component 2	Discipline referrals School rules posted		
10. Small-group lessons provided by teachers in classes	Classroom Teachers	Local funds	August 2023– May 2024	Test results of small groups		
11. Incorporate websites/lessons into reading and math curriculum; i.e., iReady, BrainPOPJr, Reading A-Z.	Principal Teachers Computer Lab Assistants	Local funds IMA funds	August 2023 – May 2024	Lesson plans Observations		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
12. Continue to offer fine arts in specials class.	Art Teacher	Local budget	August 2023-May 2024 SW Component 2, 8, 10	Display of student work at spring open house; Teacher observation		
13. Use iReady, BrainPOPJr, lexia, and Edmentum software in computer labs for reading and math instruction.	Principal, Lab facilitator, Technology Director,	Title I, and IMA funds	August 2023 - May 2024 SW Component 2	Class reports		
14. Utilize iPads/Chromebooks for mClass and progress monitoring and reports.	Classroom Teachers Reading Intervention-ists	Labs	September 2023 – May 2024 SW Component 2	Session Evaluations and mClass Reports		
15. Provide services for at risk students in Head Start, Pre-K students from GOLD assessment data.	Head Start teachers, ESC 20	Head Start funds	2023-2024 SW Component 6	CIRCLE, Gold assessments		
16. Continue to update classroom technology; i.e., interactive televisions, etc. to enhance instruction.	Tech Director	Local funds	2023-2024 SW Component 1	Observe classroom instruction using technology		
17. Provide teachers with time to collaborate and backward design instruction.	Principal /AP Instructional Specialist	Instructional Resources TEKS Resource	August 2023 - May 2024	Observations		

Highly-qualified effective personnel will be recruited, developed, and retained.

Campus Objective: 1. *To recruit and retain highly effective staff*

Campus Goals:

1. To notify Central Office of impending vacancies so that the district will recruit qualified and effective teachers
2. To provide timely orientation for new staff
3. To assign each new teacher an experienced mentor
4. To provide administrative support to all personnel

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Assign all first-year teachers a mentor to enhance their transition into teaching and provide assistance with duties. Mentor teachers will receive a stipend.	Principal Mentor Teachers, Director of Federal Programs	Staff Title II, Part A Local	August 2023 SW Components 3, 4, 5	Mentors will be assigned in the first month of school and noted in personnel files		
2. Provide opportunities for teachers to demonstrate educational strengths and yearly goals via Strive / Eduphoria.	Principal, AP	Local funds Staff Eduphoria-Strive	August 2023 - May 2024 SW Components 3, 4, 5	Lesson plans Staff observation forms, Walk-through forms T-TESS		
3. Staff will choose from a wide variety of workshops and staff development courses to assist them with their individual instructional needs and content areas.	Principal, AP	Local funds, Title II, Part A Title III SCE, Spec. Ed. ESC 20	August 2023 - May 2024 SW Component 4	Online staff development catalog Training certificates		
Activities/Strategies				Evaluation	Formative	

	Person Responsible	Resource Allocation	Timeline & SW Component		Oct. - Dec.	May
4. Participate, as requested, in the student-teacher program offered by Devine High School FCCLA class.	Principal AP Classroom Teachers	High School and Elementary Staff	August 2023 - May 2024 SW Component 4	Lesson plans Students’ schedules		
5. Provide staff development that enables paraprofessionals to provide a high level of instruction in core subjects.	Principal, AP, Director of Federal Programs	Title II Title I	August 2023 - May 2024 SW Component 4	Certification		
6. Provide necessary training to keep CPI, ESL, G/T, CPR, etc. certificates current.	Dir. of Federal Programs	Local funds Title III	August 2023 – May 2024 SW Component 4	Attendance certificates		
7. Staff Development will be provided during Staff Development days and PLC time.	Principal, Federal Programs Director, Technology Director, K-2 Grade-level Coordinators, Counselor	Local funds Title III, Part A Title II, Part A	August 2023 - May 2024 SW Components 2, 4, 10	Staff development certificates, Meeting documentation		
				Evaluation	Formative	

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component		Oct. - Dec.	May
8. Provide teachers and staff training of students with MEDICAL needs, ex. Diabetic, asthma, & other serious immune deficiencies.	District Nurse Campus Nurse	District funds	August 2023 - May 2024 SW Component 4	Sign-in sheets Evaluation forms Certificates		
9. Provide training in the Fundamental 5 concepts of Quality Instruction.	Principal AP Instructional Specialist	Title I, Part A	January – May 2024	Observations		
10. Continue to train teachers in iReady data uses	Principal Instructional Specialist	Local funds	August 2023 SW Component 4	Use of iReady data intervention		
11. Specialized training of paraprofessionals	Principal, Counselor, Reading Interventionists, ESC 20	Local funds	August 2023 SW Component 4	Agenda, sign-in sheets		

District Goal #5: SCHOOL CLIMATE: SAFE AND DISCIPLINED ENVIRONMENT

CSF 6

Ciavarra Elementary School

2023-2024

The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective: 1. *To maintain high expectations of students and provide a safe and nurturing environment, conducive to learning*

Campus Goals:

1. To build a positive school climate and teamwork among faculty, staff, and parents
2. Involve district staff, campus staff, parents, and community representatives in improving student achievement through shared decision making

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
1. Revise the School-Wide Campus Improvement Plan to reflect new requirements and classroom innovations.	Site-Based Decision Making Team	Staff, Parents, Community Representatives	August- November 2023 (2023-24 Plan) SW Components 1, 2	Original Campus Improvement Plans and revised editions on file, minutes from the meetings		
2. Offer programs and lesson plans on good hygiene, health, and nutrition.	Nurse PE Teachers	Staff Local funds USDA materials	August 2023 - May 2024	Document programs in lesson plans and nurse's notes		
3. Participate in the character curriculum through classroom instruction and student recognition.	Principal, Counselor, Classroom teachers, Director of Special Programs	Staff Local funds	August 2023 - May 2024	Counselor's records Lesson plans		
4. Participate in Red Ribbon Week in order to inform all students of the dangers of taking drugs.	Principal, Counselor, Teachers, Dir. of Sp. Programs	Local funds	October 2023 SW Component 10	Activity schedule Lesson plans		

Activities/Strategies	Person Responsible	Resource Allocation	Timeline & SW Component	Evaluation	Formative	
					Oct. - Dec.	May
5. Host a Veterans Day event for children and parents if safe during the pandemic.	Principal	Local funds	November 10, 2023 SW Component 2, 6	Program		
6. Maintain and practice school safety.	Principal, AP, Staff	Local funds Title IV, Part A	September 2023 – May 2024	Drill reports		
7. Discipline techniques will be practiced campus-wide and Bronco Behavior Rules/Discipline Referrals.	Principal Classroom teachers Counselor AP	Staff, Local funds	August 2023 - May 2024 SW Components 2, 10	Lists of qualifying students, Increase in number of students being rewarded		
8. Reward students in the AR program.	Principal Classroom teachers	Staff Local funds	September 2023 - May 2024 SW Components 2, 10	Accelerated Reader reports		
9. Specific personal needs of at-risk students will be addressed by teachers reporting health/hygiene and counseling concerns in order to ensure timely intervention and support.	Nurse, Principal Classroom teachers, Counselor	Staff Local funds	August 2023 - May 2024 SW Component 2, 10	Attendance and grades of students identified as at- risk, Office referral list		
10. Staff will have Vector online training before the first day of instruction.	CO Personnel	Title II, Part A	August 2023 SW Component 4	Sign-in sheets		

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

Every Student Success Act Schoolwide Components

TEN COMPONENTS of a Title I, Part A Schoolwide Program from Every Student Success Act [P.L. 107-110 (§1114)] (Taken from TEA's ESSA Program Coordination website):

In general, a schoolwide program shall include the following components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. Schoolwide reform strategies that—
 - provide opportunities for all children to meet the state's proficient and advanced levels of student performance;
 - use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by highly effective teachers.
4. High-quality, ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract high-quality, highly-qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

CSFs

Critical Success Factors

The Critical Success Factors (CSFs) are evidence-based research elements found within the Texas Accountability Intervention System (TAIS) that address practical areas for implementing improvement.

For more information, please visit our website: http://www.esc20.net/default.aspx?name=sup_ss.CSF



CSF 1: Improve Academic Performance

Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.



CSF 2: Increase the Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.



CSF 3: Increase Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).



CSF 4: Increase Learning Time

Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is "higher academic achievement, especially for disadvantaged students" (Jez & Wassmer, 2011; Gettinger & Seibert 2002). To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices (Chalk Board Project, 2008; Kaplan & Chan, 2011).



CSF 5: Increase Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).



CSF 6: Improve School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools' effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate (Scales & Leffert, 1999).



CSF 7: Increase Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact on student achievement.

Collection of Data

The state Texas Academic Performance Report (TAPR) does not measure student performance below the third grade; hence, there currently is no data available from the state system for this school reflecting student performance. At the kindergarten, first, and, second grade levels, the Texas Primary Reading Inventory will be administered at grades kindergarten through second. This data will be disaggregated by grade level, gender, ethnicity, and economically disadvantaged students. This will be used as one measure to collect student data.

For state and federal purposes, Ciavarra Elementary School is paired with Devine Intermediate School.

Use of Other Resources

In addition to the regular instructional program, the school provides a variety of special programs to meet the needs of all students who attend the school. Some of the special programs include the following:

1. Individuals with Disabilities Education Act (IDEA) – Special Education. This is state and federally funded program designed to meet the special needs of children with disabilities. Only students that have been identified by the Admissions, Review, and Dismissal (ARD) committee can participate in this program. Devine ISD participates in a special education cooperative to provide special services which include a resource room, speech therapy, occupational therapy, physical therapy, a diagnostician, and a counselor.
2. State Compensatory Education (SCE). Funds from this state-funded program are currently being used to fund tutorials to provide accelerated and more individualized instruction to students at risk.
3. ESSA, Title I-Part A, Part A-Devine ISD uses its Title I-Part A funds to implement school wide programs at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools. The programs at each campus are designed to upgrade the entire instructional program at the school. The programs provide supplemental reading and math instruction, and are enhanced with special materials and equipment. The programs also support intensive and sustained professional development and parental involvement.
4. ESSA, Title II -Part A: Teacher and Principal Training and Recruiting Fund – Devine ISD uses these federal funds to create a district-wide teacher mentoring program and to provide professional development activities taking place both on and off its campuses. These funds are also used for personnel to reduce class size at Ciavarra Elementary, Devine Intermediate and Devine Middle Schools.
5. ESSA, Title III-Part A: English Language Acquisition, Language Enhancement, and Academic Achievement Act – These federal funds are used to support limited English proficient and immigrant children to attain English proficiency, with emphasis on academic proficiency.
6. Career and Technology Education – Computers and software are purchased through the federal career and technology education program at the high school campus. With the assistance of the software, career awareness and guidance are offered to enable students to follow career pathways and learn the skills necessary to be successful in the modern day workplace upon graduation. Funding also pays for program coordination and professional development activities for faculty.
7. English as a Second Language (ESL) – A certified teacher uses the ESL methodology in a variety of settings for the limited English proficient (LEP) students identified by the language proficiency assessment committee (LPAC). This funding is used as salary for a certified teacher and special supplies and materials used to enhance the instruction.

Overview of State Compensatory Education

State Compensatory Education (SCE) is the state's means for addressing the unmet needs of students in "at-risk" situations, i.e., are not functioning at grade level. These funds are to be used to improve and enhance the programs funded under the regular educational program by addressing the needs of students who are at risk of failure and/or of dropping out of school.

Students Eligibility

The Texas Education Code (TEC §29.081) provides criteria for identifying students who are "at risk," that is, those who are eligible to receive the SCE services. As amended by S.B. 702, "student at risk of dropping out of school" includes each student under 21 years of age who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;;
- (4) if the student is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- (7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by Section 29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

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In addition to the above list, the local education agency may establish local criteria for identifying students who are at risk. However, the number of students served using local criteria during a school year may not exceed ten percent of the number of students served using state-defined criteria during the preceding school year. Students identified solely under local criteria are not included in the PEIMS count.

Local Criteria: On November 15, 2004, the DISD School Board approved Dyslexia as a local criteria for at-risk according to House Bill 1691 that allows charges to SCE allotment for dyslexia students.

Module 9 of the *Financial Accountability System Resource Guide* (FASRG) clearly states that the SCE funds "are intended for the primary benefit of students in at-risk situations, as defined in Texas Education Code Section 29.081" [FASRG, §9.2.3.1]. In addition, students who do not meet the criteria in TEC (e.g., those identified solely under local criteria) may receive an incidental benefit. "Incidental inclusion" of students generally means that (1) their inclusion does not increase the cost of the program, and (2) students identified under the TEC criteria are not denied SCE services. In any case, SCE services may not be used to provide services to students identified solely by the local criteria in the absence of students who meet the criteria established in the TEC. The defense of the local criteria and the inclusion of students are the responsibility of Devine ISD.

District SCE Policies and Procedures

The Devine ISD has adopted the following administrative policies and procedures for identifying students:

- (1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- (2) The district does not use local criteria to identify students in at-risk situations; dyslexia. House Bill 1691 allows charges to SCE allotment for dyslexia students. However, the number of students receiving services under this subsection during a school year may not exceed 10% of the number of students who met the State criteria under Section 29.081 of the Texas education code who receive services from the district during the preceding school year. Dyslexia cannot be used for PEIMS coding as at risk.
- (3) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon the recommendation of the campus contact, in consultation with the principal and/or appropriate staff, will be entered into a program or service that best addresses their individual needs.
- (4) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of the campus contact and/or appropriate staff.
- (5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Devine ISD uses all SCE funds to supplement services beyond those offered through the regular education program, as per state guidelines to provide base services at the DAEP. Staffing ratio standards for Grade 5 is 25 to 1 and for the secondary campuses, 28 to 1.
- (6) Devine ISD combines its SCE funding with Title I-Part A School wide funding on two campuses: Ciavarra Elementary and Devine Intermediate. Devine Middle School and Devine High School are not Title I-Part A campuses. According to interpretations of Senate Bill 702 by the Texas Education Agency, a campus using SCE funds to support a Title I-Part A school wide program (on a campus with over 40% students from low-income families) is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE FTEs in the CIP; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program.

When using SCE funds to support a Title I-Part A school wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I-Part A, Part A school wide program. Combining SCE funds on a school wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their “program” identity. However, the SCE funds do NOT lose their “fiscal” identity, and these funds are not fiscally combined with Title I-Part A, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

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Devine ISD conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.

Campus-Level SCE Services 2023-2024

Based upon students’ qualifying criteria, the following tables outline each campus specific service funded by State Compensatory dollars. As additional students are identified and student needs are determined, additional services may be added, and others may be modified or deleted.

John J. Ciavarra Elementary School

Strategy/Activity	Resources	Staff Responsible	Timeline & SW Component	Formative Evaluation	Summative
<u>Instruction and Intervention</u> K-2nd- Provide early reading intervention to low-achieving students by offering an alternative to traditional reading practices for Eco.Dis/LEP/Special Ed/struggling readers.	Certified Interventionist-(1.9 FTEs) \$106,634.20 Instructional aides-(6 FTEs) \$104,000.00 Elementary Pre-K Teachers-(1.3 FTEs) \$69,018.90 SCE (additional instruction and intervention supplies) \$3,600	Principal Interventionist Spec. Prog. Director Counselor Director of Student Services	August 2023 - May 2024 SW Comp-2, 3	Teacher test Grade reports Progress monitoring Running records Lesson plans Grade Reports At Risk List	Achieve “Developed” status on MCLASS

Additional Services available to support At-Risk Students (not funded by SCE)					
Strategy/Activity	Resources	Staff Responsible	Timelines	Formative Evaluation	Summative Evaluation
Dyslexia (Grade Kinder, 1 and 2) – Provide dyslexia intervention for students using Reading by Design, and Tier II and Tier III reading interventions.	Local	Principal Reading Interventionist	August 2023 - July 2024 SW Comp-2, 9	DRA Reports MCLASS Reports Classroom Assessments	Reading/ELA grades List of exited students
District SRO will help campuses enforce compulsory attendance laws.	Local City of Devine	Principal Asst. Principal Attendance clerk	August 2023- May 2024	6 weeks Attendance Reports SRO Reports	Every 6 weeks, Annual Attendance Reports

√- Accomplished ▲ – Considerable ▼ - Some Progress 0- No Progress X- Discontinued

*Funds utilized district-wide

