

School Information

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What is a School-Parent compact?

A School-Parent compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all of the students reach grade level standards. Parents are welcome to contribute comments to our School-Parent compact at any time, contact our CSCISD Federal Programs Service Coordinator at 830-876-3503 ext. 1203.

Jointly Developed

The parents, students, and staff work together and share ideas to develop the school-parent compact. Teachers met with their subject area teams to design practical strategies for parents to use at home (Example: Math, Reading/Family Nights.) Each year meetings are held to review and revise the compact. Based on the school's academic achievement goals and student needs.

Parents are welcome to provide feedback on the compact at anytime during the school year. All feedback will be collected and reviewed during the annual revision meeting with the parents.

High Quality Curriculum and Instruction used at CSHS:

Carrizo Springs High School provides their students a high-quality curriculum and instruction that enables children to meet the State's academic achievement standards.

Curriculum used:

- Algebra uses HMH Go Math & Lowman Education LLC as a supplemental resource.
- Biology uses SAVVAS textbook & supplemental resources and Edgenuity
- US History uses Mastering the TEKS textbook Jarret Publishing Co. and Lowman Education LLC as a supplemental resource
- English I & II use the SAVVAS textbook & supplemental resources
- All subjects use the TEKS Resource System TCMPC as a Scope and Sequence, along with Google Classroom as a platform for delivering instruction.
- These curriculums are also used to achieve the Parent and Family Engagement School Goals for the 23-24 school year.
- CTE courses follow the ICEV Scope and Sequence provided by the state
- Dual Credit Courses are aligned with the MOU agreement from SWTXC.
- Electives for their TEKS TEA Guidelines

Building Partnerships and Communication About Student Learning

There are many opportunities for parents to be involved and learn about Carrizo Springs High School. Please contact our school to learn about these great opportunities.

- Meet the Teacher (Fall 2024)
- Senior Information Night (Fall 2024)
- Dual Credit Parent Meetings (year round)
- Parent-teacher conferences (ongoing throughout the year)
- Report Card Pick-up (Fall and Spring)
- Class Parent Meetings (monthly)
- Booster Club Meetings (monthly)



Events will follow current safety guidelines.

Please contact your child's teacher through Parent Square or email.

Parental Involvement

There are many opportunities at our school for parents to volunteer and play a role in their child's education. Please consider joining the faculty, staff, and your students by being a parent volunteer or an active PTO member.

- Go to the Human Resources Office and complete a Volunteer Criminal History Record Check. You can stop by from 7:45 a.m. to 12 p.m. and 1 p.m. to 4:30 (there is no cost to fill out this form).

You must renew yearly (August–May)

Volunteering on campus is subject to safety guidelines.

Social and Emotional Support for the Learning Environment

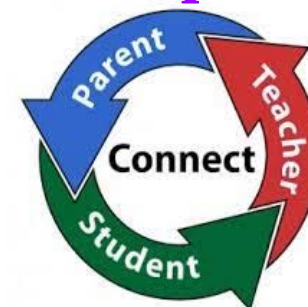
The Carrizo Springs High School currently offers social and emotional support for their students by:

- Creating and updating a CSHS counselor's page listing various resources for students and parents/guardians
- Offering referrals to local agencies for students who may need counseling/mental health services
- Offering counseling meetings for students
- Providing an in-person introduction presentation and Google classroom information explaining the role of the counselor and the services provided by the CSHS Counseling department
- Making weekly contact with special population students
- Weekly (20-30 mins) Edgenuity (Purpose Prep) sessions with students through the various classes. The SEL content provides hundreds of dynamic and unique activities across a wide library of courses, all of which are thoughtfully taught by more than 80 engaging and diverse experts. Educators can use the activities or full courses to personalize the learning experience for their students. This curriculum is aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, Multi-Tiered Systems of Support (MTSS), and Positive Behavioral Interventions and Supports (PBIS) best practices.

Carrizo Springs High School



2024-2025 School-Parent Compact



830-876-9393

****Subject to change**

**CSHS will take precautionary measures
for all in-person events.**

School and Home Communication

Carrizo Springs High School is committed to providing regular two-way communication with families about student learning through the following methods:

- Skyward Family Portal (daily)
- CSCISD Facebook Page (updated as events arise)
- CSCISD Twitter Account (updated as events arise)
- CSHS School Website & Parent and Family Engagement Website (periodically)
- Marquee (periodically updated)
- Mail (periodically updated)
- School messenger call outs (as events come up: two weeks prior, one week prior, the day of an hour before)
- Remind with parents and students (daily)
- Email (as needed)
- Google Classroom (daily)
- Parent-teacher conferences (as needed)
- Telephone calls/messages (as needed)
- Three week progress reports and six weeks report cards (every third and sixth week of the six weeks)

GOALS

As a student at Carrizo Springs High School, I will:

- Come to school everyday and attend all of my classes
- Complete my class work and home work on time and ask for help when I need it.
- Follow the classroom and school rules
- Be respectful of myself and others at all times

As a teacher at Carrizo Springs High School, I will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to graduate with their cohort.
- Hold academic parent-teacher conferences during, but not limited to, report card night (in the Fall & Spring) to discuss student achievement and progress.
- Encourage the participation of parents and their support to help their child achieve academic success.

GOALS

As a parent, I will encourage my child's learning by:

- Making sure my child is in attendance 90% of the school year.
- Supporting a 10% increase from the 2022-2023 parental involvement goal.

goal.

- Actively participating and providing proactive support for my child.
- Joining my child's 3rd period homeroom teacher's Remind account

As a principal, I will encourage students by providing:

- Opportunities that allow for positive communication between the teachers, parents, and students.
- A quality curriculum & instructional practices allowing students to become 21st century citizens.
- Opportunities for parents to be involved in their child's education.

School Goals

U.S. History: (19) Government. The student understands the changing relationships among the three branches of the federal government. The student is expected to: **TEKS** (B) evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices and the presidential election of 2000;

Algebra I:

(3) Linear functions, equations, and inequalities. The student applies the mathematical process standards when using graphs of linear functions, key features, and related transformations to represent in multiple ways and solve, with and without technology, equations, inequalities, and systems of equations. The student is expected to: **TEKS**:(C) graph linear functions on the coordinate plane and identify key features, including x-intercept, y-intercept, zeros, and slope, in mathematical and real-world problems;

Biology: (9) Science concepts. The student knows the significance of various molecules involved in metabolic processes and energy conversions that occur in living organisms. Students are expected to: **TEKS**: (C) identify and investigate the role of enzymes.

English I: (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

TEKS: 8.A Analyze text across multiple genres

English II: (9) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. Students are expected to:

(D) edit drafts using standard English conventions, including: (i) a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tense and active and passive voice;

(iii) pronoun-antecedent agreement;

(iv) correct capitalization;

(v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and (vi) correct spelling;

By practicing correct sentence structure and improving their grammar, this will improve their essay scores as well. Revised June 2023

