

Castleberry Independent School District
District Improvement Plan
2024-2025 Goals/Performance Objectives/Strategies



Board Approval Date: September 9, 2024

Mission Statement

Castleberry Independent School District is inspiring and empowering all students to be innovative thinkers in the global community.

Vision

INSPIRE - EMPOWER - INNOVATE

Core Beliefs

Our Beliefs

- We believe our students are valued, independent thinkers, who embrace the opportunities of character development, and college, career, and military readiness to become productive global citizens.
- We believe that parents and families are essential partners in the educational process that amplifies students' success.
- We believe teachers, being integral in facilitating student learning, are valued, supported, and empowered to develop their knowledge and skills.
- We believe the Superintendent and Central Office equip district personnel with innovative tools and resources, engage the community, and lead student success.
- We believe the School Board inspires excellence in students and staff, approves strategies for student achievement, prioritizes resources, and cultivates connections in the district community.

Table of Contents

- Goals 4
- Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy 4
- Goal 2: Enhance Trust and Confidence in the District through Effective Communication 30
- Goal 3: Implement Effective and Efficient Operations 44
- Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success 66

Goals

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 1: Each campus will increase in the overall "Meets" performance level to 60% on the 2025 A-F Accountability Ratings.

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the effectiveness of Professional Learning Communities (PLCs) across all schools within the district by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p> <p>Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 3, 6, 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Curriculum Coordinators and Campus Academic Leaders will provide overviews of guiding documents, pacing calendars, and district created assessments aligned to STAAR format along with answering questions regarding upcoming instructional units during PLCs.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on STAAR</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 6, 7, 8</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a comprehensive Lesson Internalization Framework to ensure that 100% of educators effectively internalize, adapt, and deliver lessons aligned with curriculum standards, fostering consistent and high-quality instruction across all classrooms.</p> <p>Strategy's Expected Result/Impact: More targeted lesson, improved Tier 1 instruction, increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principals, Assistant Principals, Campus Academic Leaders</p> <p>Problem Statements: District Processes & Programs 17</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a TEKS Breakdown Process to be used during Professional Learning Communities (PLCs). This process will enhance teachers' knowledge and understanding of key standards and learning targets assessed, driving improved instructional alignment and student outcomes.</p> <p>Strategy's Expected Result/Impact: Increased educator knowledge of highly tested TEKS</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principals, Assistant Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 3, 6, 25 - District Processes & Programs 17</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teaching, Learning, and Innovation will continuously review and revise Curriculum Guiding Documents as outlined in the Curriculum Audit and based on ongoing assessment data, student performance, and feedback by conducting collaborative discussions between colleagues, instructional staff, and educators to refine the alignment of the curriculum guiding documents with tested material.</p> <p>Strategy's Expected Result/Impact: Creation and deep alignment of a curriculum which aligns the written and tested curriculum</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 5, 8, 11, 19</p>	Formative			Summative
	Nov	Jan	Mar	June



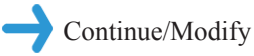

Strategy 6 Details	Reviews			
<p>Strategy 6: The District will provide High Quality Instructional Materials, resources, and professional learning for all content areas to support student performance and growth.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 3, 6, 7, 8</p> <p>Funding Sources: - 410- IMA, - 211 - Title I, Part A, - 255 - Title II, Part A TPTR, - 215 - Title I, Part D, - 199 - General Fund, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The district will develop and implement a comprehensive professional learning plan that effectively addresses the specific needs and goals identified by teachers and administration during data walks, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: GT Coordinator, Principals, Campus Academic Leaders</p> <p>Problem Statements: District Processes & Programs 17, 18</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 255 - Title II, Part A TPTR, - 262 - Title II, Part D, - 263 - Title III, LEP, - TEA Strong Foundations Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Teaching, Learning, and Innovation and Campus Academic Leaders will provide teachers with specific guidelines and professional learning support for Lesson Internalization and Breaking Down the TEKS.</p> <p>Strategy's Expected Result/Impact: Students will connect and retain concepts learned, increase in student achievement on assessments</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders</p> <p>Problem Statements: District Processes & Programs 17</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Teaching, Learning, and Innovation and Campus Academic Leaders will support teachers in increasing the exposure to the various ways content is tested on the redesigned STAAR test which will provide a deeper understanding of content to equip students with the information necessary for student growth.</p> <p>Strategy's Expected Result/Impact: Increased student student performance on STAAR</p> <p>Staff Responsible for Monitoring: Content Coordinators, Campus Academic Leaders, Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 16, 25</p> <p>Funding Sources: - TEA Strong Foundations Grant, - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The Reading Language Arts Coordinator will provide on-going professional learning and resources to support research-based writing strategies across contents that will deepen students' understanding of the TEKs, enhance critical thinking and writing skills, incorporate the use of AI for feedback on writing, and grow students' overall literacy development.</p> <p>Strategy's Expected Result/Impact: Core content teachers consistently utilize student digital portfolios to collect and house students' writing samples, self-assessments, goal-setting, and reflections on their progress and growth as a writer in that discipline</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 262 - Title II, Part D, - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The Reading Language Arts Coordinator will provide job-embedded professional learning and coaching on a new kindergarten- 12th grade vertically aligned writing process.</p> <p>Strategy's Expected Result/Impact: Growth in STAAR writing scores; student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers</p> <p>Staff Responsible for Monitoring: English Language Arts and Reading Coordinators, Campus Academic Leaders, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 14</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: The Reading Language Arts Coordinator will create and implement revising and editing supports .</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness, growth in campus data and student performance on assessments.</p> <p>Staff Responsible for Monitoring: English Language Arts and Reading Coordinators, Instructional Coaches</p> <p>Problem Statements: Student Learning 1, 2, 3, 20</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 262 - Title II, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: The Math Coordinator will support the implementation and utilization of a district-wide method for analyzing and interpreting problem solving in math.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on math assessments</p> <p>Staff Responsible for Monitoring: Math Coordinators, Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 4, 5, 6, 10, 21</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: The Math Coordinator will increase the focus on hands on learning through the use of mathematical manipulatives to balance conceptual understanding, procedural skill, and fluency as outlined in the guiding documents.</p> <p>Strategy's Expected Result/Impact: Students will develop a concrete understanding of advanced mathematical concepts to better connect to abstract, increase in student achievement on assessments</p> <p>Staff Responsible for Monitoring: Math Coordinators, Principals, Campus Academic Leaders, and Instructional Coaches</p> <p>Problem Statements: Student Learning 4, 5, 6</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - TEA Strong Foundations Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: The Science department will implement and support the utilization of methods for analyzing and interpreting science problems (Example: RUBIES).</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance on science assessments</p> <p>Staff Responsible for Monitoring: Science Coordinators, Principals, Campus Academic Leaders</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 7</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: Social Studies will support teachers in creating Checks for Understanding and monitoring the data to create intervention plans to correct misconceptions and misunderstandings in a timely manner. Teachers in grades 6th-8th will implement pre-assessments to have a better understanding of students' strengths and knowledge gaps.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and students performance on all STAAR tests</p> <p>Staff Responsible for Monitoring: Social Studies Coordinator, Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 8</p> <p>Funding Sources: - 410- IMA, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: The District will strengthen instructional coaching and job-embedded professional learning opportunities on effective instructional strategies within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement</p> <p>Staff Responsible for Monitoring: Content Coordinators, Principals, Campus Academic Leaders, Instructional Coaches</p> <p>Problem Statements: Student Learning 25 - District Processes & Programs 18</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
<p>Strategy 18: Following the district T-TESS timeline, campuses will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional learning opportunities to improve teacher effectiveness based on identified areas of improvement.</p> <p>Strategy's Expected Result/Impact: Increased teacher effectiveness, Improve feedback from T-TESS Evaluators</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals</p> <p>Problem Statements: District Processes & Programs 17, 18</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
<p>Strategy 19: Develop and implement a standardized data walk form, ensuring its utilization by 100% of administrators to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, Increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals</p> <p>Problem Statements: District Processes & Programs 17, 18</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details	Reviews			
<p>Strategy 20: All eligible campuses will participate in the Effective Schools Framework Grant partnership with Region XI who will provide TIP development support and training on observation and feedback through Texas Instructional Leadership.</p> <p>Strategy's Expected Result/Impact: More effective feedback provided to teachers, increased teacher performance</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 3, 6 - District Processes & Programs 18</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: More than half of students in pre-kindergarten-2nd grade are ending the school year below grade level in writing. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and there have been inconsistent instructional practices throughout the district.</p>
<p>Problem Statement 2: On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR). Root Cause: The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction and knowledge of AI grading and criteria.</p>
<p>Problem Statement 3: Only 46% of all students are achieving Meets on the Reading STAAR. Root Cause: Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p>Problem Statement 4: 41% of 1st grade, and 24% of 2nd grade students did not Meet grade level expectations on their end of year STEMscopes Math assessment for 2024. Root Cause: Teachers need more professional learning in breaking down the TEKS in their content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding along with providing lesson extensions.</p>
<p>Problem Statement 5: 7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average. Root Cause: Continue to refine the written curriculum and provide ongoing support for effective Tier 1 instruction.</p>
<p>Problem Statement 6: Only 33% of all students are achieving Meets on the Math STAAR. Root Cause: Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p>Problem Statement 7: Only 33% of all students are achieving Meets on the Science STAAR. Root Cause: Teachers need more professional learning in content and support with Tier 1 instruction.</p>
<p>Problem Statement 8: Social studies performance was below the state average on Social Studies STAAR. Root Cause: Adjustments needed to written curriculum and ongoing support for effective Tier 1 instruction.</p>
<p>Problem Statement 10: Only 7% of all special education students performed at the Meets level on Math STAAR. Root Cause: Inconsistent co-teach models were implemented.</p>
<p>Problem Statement 11: 75% of high school students compared to 59% of high school students in the state did not score at or above the college level on SAT, ACT, or TSIA. Root Cause: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.</p>

Student Learning

Problem Statement 14: Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas.

Root Cause: High numbers of students with disabilities in reading and inconsistent Tier I practices in classrooms.

Problem Statement 16: The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

Problem Statement 19: Students are performing below the state average in English 1 and English 2. **Root Cause:** Curriculum is not consistently aligned at every level to high quality instructional materials.

Problem Statement 20: Foundational skills routines are not paced appropriately, therefore teachers do not have enough time to provide feedback. **Root Cause:** The lessons are long and teachers struggle with pacing.

Problem Statement 21: Problem solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms. **Root Cause:** Too little time is spent on fluency practice and explicit instruction for problem solving.

Problem Statement 25: Teacher lessons are not always aligned to the TEKS. **Root Cause:** Teachers lack a thorough understanding of the TEKS they are responsible to teach and there has not been a process in place to support teachers with internalizing their lessons.

District Processes & Programs

Problem Statement 17: Teachers have been spending hours after school and on weekends lesson planning. **Root Cause:** More time is needed on teachers understanding the rigor of content versus time on writing lesson plans.

Problem Statement 18: Tier 1 instruction needs improvement district wide. **Root Cause:** Administrators need training on providing teachers with actionable feedback.





Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 2: Each campus will increase Academic Growth to 85% on the 2025 A-F Accountability Ratings.

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, IXL, and AMIRA

Strategy 1 Details	Reviews			
<p>Strategy 1: CISD will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction, credit recovery, and enrichment opportunities afterschool, on Saturdays, in the summer.</p> <p>Strategy's Expected Result/Impact: Support student growth and increase in credits recovered</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, ACE Program Manager, Principals, Campus Academic Leaders, ACE Site Coordinators</p> <p>Problem Statements: Student Learning 1, 3, 6, 7, 20, 21, 24 - District Processes & Programs 8</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 199 - General Fund: State Compensatory Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning.</p> <p>Strategy's Expected Result/Impact: Increased students self reflection, efficacy, and ownership of their learning</p> <p>Staff Responsible for Monitoring: Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 16</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Academic Leaders will utilize MAP reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in reading, math, and science scores</p> <p>Staff Responsible for Monitoring: Principals, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 16, 24</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Gifted and Talented will provide planning and training opportunities for teachers of advanced learners to provide high quality instruction through the Texas Performance Standards Project or other authentic cross-curricular learning.</p> <p>Strategy's Expected Result/Impact: Professional learning to extend cross-curricular learning opportunities for gifted and advanced learners</p> <p>Staff Responsible for Monitoring: CTE Director, Gifted and Talented Coordinator, Associate CCMR Advisor</p> <p>Problem Statements: Student Learning 3, 6, 7, 8</p> <p>Funding Sources: - 199 - General Fund: Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Gifted and Talented will provide ongoing training to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge.</p> <p>Strategy's Expected Result/Impact: Increase in teachers providing engaging learning extensions and enrichment opportunities for students</p> <p>Staff Responsible for Monitoring: CTE Director, Principals, Gifted and Talented Coordinator, Campus Academic Leaders, Associate CCMR Advisor</p> <p>Problem Statements: Student Learning 3, 4, 5, 6</p> <p>Funding Sources: - 199 - General Fund: Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Gifted and Talented will provide extra-curricular clubs, field experiences, and culturally-diverse community engagement opportunities both on-site and off-site (examples: field trips, assemblies, community mentors/guest speakers, virtual field trips, etc.).</p> <p>Strategy's Expected Result/Impact: Multiple enrichment opportunities for advanced learners to build connections and expand content knowledge in specific areas of interest</p> <p>Staff Responsible for Monitoring: CTE Director, Director of Fine Arts, Principals, Gifted and Talented Coordinator, Associate CCMR Advisor, Campus Academic Leaders</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: - 199 - General Fund: Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers and administrators will use STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, IXL data, and AMIRA data to drive instruction and tiered intervention.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 instruction and MTSS process</p> <p>Staff Responsible for Monitoring: Principals, Campus Academic Leaders</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 16</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: More than half of students in pre-kindergarten-2nd grade are ending the school year below grade level in writing. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and there have been inconsistent instructional practices throughout the district.</p>
<p>Problem Statement 3: Only 46% of all students are achieving Meets on the Reading STAAR. Root Cause: Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p>Problem Statement 4: 41% of 1st grade, and 24% of 2nd grade students did not Meet grade level expectations on their end of year STEMscopes Math assessment for 2024. Root Cause: Teachers need more professional learning in breaking down the TEKS in their content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding along with providing lesson extensions.</p>
<p>Problem Statement 5: 7th grade Math STAAR performance for the 2024 accountability continues to be below the state performance average. Root Cause: Continue to refine the written curriculum and provide ongoing support for effective Tier 1 instruction.</p>
<p>Problem Statement 6: Only 33% of all students are achieving Meets on the Math STAAR. Root Cause: Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>
<p>Problem Statement 7: Only 33% of all students are achieving Meets on the Science STAAR. Root Cause: Teachers need more professional learning in content and support with Tier 1 instruction.</p>
<p>Problem Statement 8: Social studies performance was below the state average on Social Studies STAAR. Root Cause: Adjustments needed to written curriculum and ongoing support for effective Tier 1 instruction.</p>
<p>Problem Statement 16: The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that needs refinement district wide as seen through campus PLC data as well as summative assessment scores. Root Cause: Inconsistent implementation of practices during campus PLCs .</p>
<p>Problem Statement 20: Foundational skills routines are not paced appropriately, therefore teachers do not have enough time to provide feedback. Root Cause: The lessons are long and teachers struggle with pacing.</p>
<p>Problem Statement 21: Problem solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms. Root Cause: Too little time is spent on fluency practice and explicit instruction for problem solving.</p>

Student Learning

Problem Statement 24: The MTSS process is not implemented effectively at all campuses. **Root Cause:** MTSS at the high school requires creative thinking and scheduling.

District Processes & Programs





Problem Statement 8: While the district has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. **Root Cause:** REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 3: For each campus, all subpopulation indicators will meet the interim academic target of 3 in Closing the Gaps on the 2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all kindergarten-12th grade reading and math classes.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR reading and math scores</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Special Programs Department, Principals, Campus Academic Leaders, Interventionists</p> <p>Title I: 2.4, 2.5</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 6</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: By utilizing data from data walks, campuses will decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year.</p> <p>Strategy's Expected Result/Impact: Increase in reading scores, increase in math scores, increase in Special Education scores, closing gaps in learning</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Programs, Special Education Coordinator, Principals, Assistant Principals,</p> <p>Results Driven Accountability</p> <p>Problem Statements: Student Learning 15 - District Processes & Programs 18</p> <p>Funding Sources: - 224 - IDEA B, Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Through monthly Assessment PLC's, the Special Programs department will audit 20% of all IEP paperwork to prepare for the TEA cyclical review next year and address 100% of errors located by the end of each month.</p> <p>Strategy's Expected Result/Impact: Thorough and accurate records</p> <p>Staff Responsible for Monitoring: Special Programs Director, Special Education Coordinator, Campus Special Education Appraisers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The Bilingual/ESL department will align the kindergarten - 5th grade guiding documents and assessments in dual language content areas allowing skills to be taught in both languages as appropriate and add transferable skills and bridging to facilitate language transfer and acquisition.</p> <p>Strategy's Expected Result/Impact: 60% of students scoring at the Meets level on STAAR</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Content Coordinator, Elementary Bilingual Specialist</p> <p>Problem Statements: Student Learning 22</p> <p>Funding Sources: - 263 - Title III, LEP, - 199 - General Fund: Bilingual Allotment, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement consistent data driven practices and parent communication for all students in STePs/STARS to be reflected in 100% of IEPs, progress reports, and informal data tracking sheets.</p> <p>Strategy's Expected Result/Impact: Thorough data tracking and increased communication with parents</p> <p>Staff Responsible for Monitoring: Special Programs Director, Special Education Coordinator, Principals, Assistant Principals, Diagnosticians, Special Education Teachers</p> <p>Problem Statements: Student Learning 23 - District Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: More than half of students in pre-kindergarten-2nd grade are ending the school year below grade level in writing. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and there have been inconsistent instructional practices throughout the district.</p>
<p>Problem Statement 2: On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR). Root Cause: The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction and knowledge of AI grading and criteria.</p>
<p>Problem Statement 3: Only 46% of all students are achieving Meets on the Reading STAAR. Root Cause: Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p>

Student Learning

Problem Statement 4: 41% of 1st grade, and 24% of 2nd grade students did not Meet grade level expectations on their end of year STEMscopes Math assessment for 2024. **Root Cause:** Teachers need more professional learning in breaking down the TEKS in their content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding along with providing lesson extensions.

Problem Statement 6: Only 33% of all students are achieving Meets on the Math STAAR. **Root Cause:** Teachers need more professional learning in content and support with breaking down the TEKS to ensure their instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

Problem Statement 15: The effective implementation of high yield co-teaching strategies, along with creating intentional master schedules with special education students in mind, continues to show a need for improvement. **Root Cause:** Ineffective use of staff and high sped teacher turnover rates.

Problem Statement 22: 50% of students have been in CISD for more than 5 years and continue to perform at the Advanced level on TELPAS. **Root Cause:** A heavy focus is placed on STAAR performance with less focus on language development.

Problem Statement 23: There has been an increase in behavior offenses for special education students. **Root Cause:** There has been a greater focus on academic MTSS processes over behavior MTSS processes

District Processes & Programs

Problem Statement 7: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.

Problem Statement 18: Tier 1 instruction needs improvement district wide. **Root Cause:** Administrators need training on providing teachers with actionable feedback.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 4: Overall Goal: College, Career, and Military (CCMR) Readiness measure will increase to 100% on the 2025 A-F Accountability Ratings.

- The percent of college ready annual graduates will increase from 28% to 89% by August 2025.
- The percent of career or military-ready annual graduates will increase from 38% to 50% by August 2025 with a focus on completing both a pathway and earning an industry based certification.
- The percentage of students eligible for CCMR outcome bonuses will increase from 12% to 40% by August 2025.

HB3 Goal





Evaluation Data Sources: CCMR Spreadsheet, On Data Suite

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will include students and parents in tracking and monitoring their progress toward earning College, Career, and Military Readiness (CCMR).</p> <p>Strategy's Expected Result/Impact: Students with a clear understanding of their CCMR goal, a plan to work toward the goal with the end in mind for post-secondary awareness and success</p> <p>Staff Responsible for Monitoring: CTE Director, Castleberry High School Academic Dean, Associate CCMR Advisor, Principals, Counselors</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Problem Statements: Student Learning 13, 17</p> <p>Funding Sources: Training - 211 - Title I, Part A, Training - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The district will continue to provide and increase student awareness of college preparation courses and academic boot camp opportunities to prepare students for success on college and military entry exams.</p> <p>Strategy's Expected Result/Impact: Increased scores on college entry exams such as the PSAT/NMSQT, SAT, ACT, TSI, and ASVAB</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, CTE Director, Castleberry High School Academic Dean, Principals, Associate CCMR Advisor, Teaching, Learning, and Innovation Department, Campus Academic Leaders, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 11, 12, 13</p> <p>Funding Sources: - 199 - General Fund - ESSR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Dual Enrollment/OnRamps and Dual Credit courses will be evaluated each year to ensure the courses are expanded and outlined in the Student Academic Planning Guide (APG).</p> <p>Strategy's Expected Result/Impact: Increased course options for students</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, CTE Director, Castleberry High School Academic Dean, Principals, Associate CCMR Advisor, Teaching, Learning, and Innovation Department, Campus Academic Leaders, Counselors</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 12</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Career and Technology Education will refine and continue to implement the plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications.</p> <p>Strategy's Expected Result/Impact: Multiple opportunities for students to graduate future ready, increased options for skills-based certificates, licenses, and/or certifications</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, CTE Director, Castleberry High School Academic Dean, Principals, Associate CCMR Advisor, Teaching, Learning, and Innovation Department, Campus Academic Leaders, Counselors</p> <p>Title I: 2.4</p> <p>Problem Statements: Student Learning 26</p> <p>Funding Sources: - 199 - General Fund, - 244 - CTE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district will expand options through the Early College High School grant for students to become core complete or earn a Level I/Level II Certificate from a cooperating community college by the time they graduate from high school as well as enter into higher education.</p> <p>Strategy's Expected Result/Impact: New partnership exploration and existing partnership expansion leading to obtaining a degree or student certificate</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, CTE Director, Castleberry High School Academic Dean, Principals, Associate CCMR Advisor, Teaching, Learning, and Innovation Department, Campus Academic Leaders, Counselors</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 26</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The district will align resources for REACH Alternative High School students to ensure 100% of students earn CCMR credit.</p> <p>Strategy's Expected Result/Impact: Meet CCMR accountability measures</p> <p>Staff Responsible for Monitoring: CTE Director, REACH High School Principal, Associate CCMR Advisor</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>Problem Statements: Student Learning 11, 26</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The district will increase effective and efficient digital communication (Castleberry ISD website, Twitter, and Facebook) with students and parents to increase stakeholder knowledge and awareness of the benefits and availability of college and career readiness opportunities. Examples: dual credit, dual enrollment, OnRamps, and college entrance test preparation sessions.</p> <p>Strategy's Expected Result/Impact: Increased student participation and interest in college and career ready courses, college entrance exam test preparation sessions, and college entrance testing</p> <p>Staff Responsible for Monitoring: Director of Technology, CTE Director, Communications Coordinator, Castleberry High School Academic Dean,, Associate CCMR Advisor</p> <p>Problem Statements: Student Learning 13, 17 - District Processes & Programs 8</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The district and campuses will continue to strategically schedule and track student progress to ensure students are completers in a CTE pathway and are career ready.</p> <p>Strategy's Expected Result/Impact: Increased number of students career ready upon graduation, increase in district tiered funding</p> <p>Staff Responsible for Monitoring: CTE Director, Principals, Castleberry High School Academic Dean, Associate CCMR Advisor, Counselors</p> <p>Problem Statements: Student Learning 26</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader, Castleberry High School Academic Dean, and Advanced Academics/GT/Professional Learning Coordinator to discuss the effective use of the Advanced Placement dashboard.</p> <p>Strategy's Expected Result/Impact: Consistent use of Advanced Placement dashboard, increased rigor of course content and quality of assessment feedback; 25% of students taking an Advanced Placement course in a core academic area scoring at a 3 or higher</p> <p>Staff Responsible for Monitoring: Principals, Castleberry High School Academic Dean, Advanced Academics/GT/Professional Learning Coordinator, Associate Principal</p> <p>Problem Statements: Student Learning 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Texas Success Initiative Assessment (TSIA) supports will be embedded into existing English Language Arts and Math courses to increase student success on the Texas Success Initiative Assessment.</p> <p>Strategy's Expected Result/Impact: Increase in the percentage of students successful on the TSI assessment</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation, Castleberry High School Academic Dean, Principal, Associate CCMR Advisor, Associate Principal, Counselors</p> <p>Problem Statements: Student Learning 11, 13</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Facilitate six collaboration meetings or workshops to establish common and aligned goals, strategies, and action plans that align all college, career, and military readiness (CCMR) leaders, counselors, and teachers across the school district to enhance student readiness for post-secondary education, careers, and military service.</p> <p>Strategy's Expected Result/Impact: Increased achievement in the area of College, Career, and Military Readiness</p> <p>Staff Responsible for Monitoring: CTE Director, Executive Director of Educational Leadership, Principal, Associate CCMR Advisor</p> <p>Problem Statements: Student Learning 11, 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Develop and follow a schedule for the CCMR Advisor and CTE Director to visit and contribute to campus professional learning communities.</p> <p>Strategy's Expected Result/Impact: Increased awareness of CCMR requirements and implications for accountability</p> <p>Staff Responsible for Monitoring: CTE Director, CCMR Advisor</p> <p>Problem Statements: Student Learning 11, 12, 13</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 11: 75% of high school students compared to 59% of high school students in the state did not score at or above the college level on SAT, ACT, or TSIA. Root Cause: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.</p>
<p>Problem Statement 12: Only 26% of students taking an AP course scored a 3 or above on the exam. Root Cause: The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.</p>
<p>Problem Statement 13: Castleberry ISD is earning fewer CCMR Outcome Bonuses than other districts in the region. Root Cause: The number of graduates who successfully meet the TSI criteria and enroll in college is not above the established threshold for Economically Disadvantaged, Non-Economically Disadvantaged, or Special Education. CISD must increase student, parent, and teacher awareness of the importance of the TSIA assessment, and intentionally share preparation and testing opportunities with parents and students.</p>
<p>Problem Statement 17: The percent of career or military ready annual graduates that earned an Industry-Based Certification was 26% for the 2022-2023 school year. Data is not available for the 2023-2024 school year. Root Cause: The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified, added to our program, and intentionally shared with students and parents through graduation plans and student led conferences.</p>
<p>Problem Statement 26: Our percentage of students earning an industry-based certification has decreased because many of our students relied on the MOS certification. MOS certifications have been limited and will be ultimately removed as an approved certification. Root Cause: Explore and add additional certification opportunities and pathways for students.</p>

District Processes & Programs





Problem Statement 8: While the district has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. **Root Cause:** REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy

Performance Objective 5: Four year graduation rate will increase to 98% in Closing the Gaps, meeting the long term target of 4 on the 2026 A-F Accountability Ratings.

Evaluation Data Sources: Leaver Tracking Notebook

Strategy 1 Details	Reviews			
<p>Strategy 1: All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings.</p> <p>Strategy's Expected Result/Impact: Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs</p> <p>Staff Responsible for Monitoring: Principals, Management Systems Coordinator, Campus Data Management Specialists, Attendance Officers</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPMs) to engage parents and prevent students from dropping out of school.</p> <p>Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate</p> <p>Staff Responsible for Monitoring: Principals, Campus Attendance Clerks</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p> <p>Funding Sources: - 199 - General Fund, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Credit recovery opportunities will be offered at Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort.</p> <p>Strategy's Expected Result/Impact: Increase student participation and completion of graduation requirements</p> <p>Staff Responsible for Monitoring: Principals, Castleberry High School Academic Dean, Counselors</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: The preliminary attendance rate for the 2023-2024 school year remains below the 95% goal, which impacts budget projections. Root Cause: The attendance rate is still not back to what it was prior to Covid.</p>
District Processes & Programs
<p>Problem Statement 1: Student attendance has dropped below the 95% budget threshold. Root Cause: Roles for staff who can have a direct impact on improving student attendance needs to be clearly defined.</p>

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy



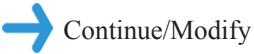

Performance Objective 6: On each campus, Emergent Bilinguals will meet the long-term interim target of 40% for high school, 50% for middle school, and 55% for elementary for English Language Proficiency, resulting in a 4-point score in Closing the Gaps on the 2025 A-F Accountability Ratings.

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Guiding Documents, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS, targeted teacher performance and T-TESS

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will update the K - 2 Spanish Language Arts (SLAR) curriculum and assessments to include English Language Development Scope and Sequence that follows both the science of reading and best practices for language acquisition.</p> <p>Strategy's Expected Result/Impact: Student progress in language acquisition as measured by TELPAS, increased percentage of students reclassifying</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialist, Early Literacy Coordinator, Instructional Coach</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 199 - General Fund, - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: English Learners Language Arts (ELLA) and English Language Development and Acquisition (ELDA) curriculum documents will be refined to help newcomer students make targeted improvement across all 4 domains (listening, speaking, reading, and writing).</p> <p>Strategy's Expected Result/Impact: More structured English language development program for newcomers, reflecting research-based practices and sequencing to support language development</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialist, Campus Academic Leaders</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP, - 199 - General Fund: Bilingual Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: District stakeholders will design and implement with fidelity the "Roadmap to TELPAS", ensuring that students make yearly progress toward English Proficiency.</p> <p>Strategy's Expected Result/Impact: Student progress in language acquisition as measured by TELPAS, increased percentage of students reclassifying</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Principals, Assistant Principals, Campus Academic Leaders, Bilingual/ESL Specialist, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The district will provide training and targeted teacher support specific to the needs of long-term Emergent Bilingual students with Advanced Proficiency to ensure their Composite Level accurately reflects their English proficiency.</p> <p>Strategy's Expected Result/Impact: Student progress in language acquisition as measured by TELPAS, increased percentage of students reclassifying</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The district will purchase an improved and targeted language development program to assist newcomers in their first and second years to develop English proficiency.</p> <p>Strategy's Expected Result/Impact: Newcomers acquiring English more rapidly, allowing them to access the Tier I curriculum at higher levels</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 261 - Title III-A, Immigrant, - 199 - General Fund: Bilingual Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: District stakeholders will collaborate with content coordinators to incorporate content-based TELPAS item types into guiding documents, and Common Formative Assessments and with campuses to ensure they are included in Checks for Understanding.</p> <p>Strategy's Expected Result/Impact: Student progress in language acquisition as measured by TELPAS, increased teacher capacity to facilitate proficiency level growth of Emergent Bilingual students</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June





Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 9: The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. Root Cause: The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.</p>

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 1: Provide regular updates to stakeholders about progress, changes, and important events along with opportunities for stakeholders to provide feedback.

Evaluation Data Sources: ParentSquare, Social Media Analytics

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain the district's established internal and external communication plans to ensure consistent implementation in both emergency and non-emergency situations throughout the year. Use ParentSquare delivery reports and track attendance at in-person events to evaluate and enhance these plans to improve effectiveness and responsiveness of stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased Trust</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: District Processes & Programs 11, 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct an annual communications survey during the 2024-2025 school year to assess stakeholders' trust and confidence levels on district and campus communication, aiming for a minimum response rate of 30%.</p> <p>Strategy's Expected Result/Impact: Minimum response at 30% or higher</p> <p>Staff Responsible for Monitoring: Communications Coordinator</p> <p>Problem Statements: District Processes & Programs 13</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 1 Problem Statements:

District Processes & Programs
<p>Problem Statement 11: Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level. Root Cause: The district does not have a Communications Procedures Brand Manual outlining procedures and brand information.</p> <p>Problem Statement 13: Parents and staff have expressed concerns that there is inconsistent and timely communication. Root Cause: Inconsistent communication and multiple communication applications</p>

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 2: Foster collaboration and communication between teachers, students, and parents on student progress through both personal conversations, digital tools, and platforms that enable real-time communication and feedback.

Evaluation Data Sources: ParentSquare reports, Communications Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure full integration of the ParentSquare platform across all levels (classroom, campus, district, as well as clubs and extracurricular activities) by the start of the 2024-2025 school year and maintain its usage throughout the year.</p> <p>Strategy's Expected Result/Impact: Unified and streamlined communication, increased parent engagement</p> <p>Staff Responsible for Monitoring: Communications Coordinator</p> <p>Problem Statements: District Processes & Programs 5, 11, 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide ongoing training and support, to include short training videos, specifically for parents, teachers, and administrators, highlighting various features of the ParentSquare platform to help maximize use of the platform's benefits, ensure efficient and consistent use of the platform, and increase alignment with the established district communications process.</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement with the platform, including comments, appreciations, viewing secure documents, and other features</p> <p>Staff Responsible for Monitoring: Communications Coordinator</p> <p>Problem Statements: District Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs
<p>Problem Statement 4: Many parents are unable to attend parent/family engagement events as scheduled. Root Cause: Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.</p>
<p>Problem Statement 5: ParentSquare is not used effectively to collect feedback from parents to improve district level family engagement events. Root Cause: ParentSquare is still fairly new and has been used primarily to communicate upcoming events with parents, share newsletters, or share celebrations. Training on using ParentSquare to collect feedback from parents is needed.</p>





District Processes & Programs

Problem Statement 11: Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level. **Root Cause:** The district does not have a Communications Procedures Brand Manual outlining procedures and brand information.

Problem Statement 13: Parents and staff have expressed concerns that there is inconsistent and timely communication. **Root Cause:** Inconsistent communication and multiple communication applications

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 3: Celebrate successes and milestones with stakeholders to help build a sense of community, foster ongoing engagement, and strengthen the district brand.

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand the comprehensive recognition program to further acknowledge and honor outstanding achievements by students, staff, and community members.</p> <p>Strategy's Expected Result/Impact: More community involvement, better attendance rates, and higher morale as measured by attrition rates</p> <p>Staff Responsible for Monitoring: At Risk Outreach Coordinator</p> <p>Problem Statements: District Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase the visibility of positive perception of the school district by actively showcasing the successes and milestones through various communication channels.</p> <p>Strategy's Expected Result/Impact: Increased transfer and attendance rates along with increase morale as measured by attrition rates</p> <p>Staff Responsible for Monitoring: Communications Coordinator</p> <p>Problem Statements: District Processes & Programs 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Achieve a yearly 10% growth in transfer student enrollment, starting from a base of 400 students in the 2022-2023 school year.</p> <p>Strategy's Expected Result/Impact: Higher transfer rates</p> <p>Staff Responsible for Monitoring: Communications Coordinator, MIS Coordinator</p> <p>Problem Statements: District Processes & Programs 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

District Processes & Programs

Problem Statement 4: Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.





Problem Statement 11: Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level. **Root Cause:** The district does not have a Communications Procedures Brand Manual outlining procedures and brand information.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 4: Increase attendance from 92.84% to 95% through timely effective communication.

Evaluation Data Sources: Weekly ADA Reports, Absence Occurrence Reports, Attendance Notes Reports, Truancy Prevention Measure Reports, Campus Communication Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Stronger Connections Grant Coordinator and Student Advocate Specialist will educate families about the importance of daily attendance, and College Career & Military Readiness, while building impactful relationships and providing resources.</p> <p>Strategy's Expected Result/Impact: Increased attendance, stronger relationships between home and school</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, Lead Student Advocate Specialist</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Stronger Connections Grant Coordinator and Student Advocate Specialist will provide attendance resources and support to teachers by being available for weekly conferences and coaching.</p> <p>Strategy's Expected Result/Impact: Increased attendance, families needs being met, increased communication between home and school, stronger relationships between home and school</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, Lead Student Advocate Specialist</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p> <p>Funding Sources: Printed Materials, Technology, Human Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Stronger Connections Grant Coordinator and Student Advocate Specialist will coordinate with campus Attendance Clerks to contact students that are not in attendance during the first week of school.</p> <p>Strategy's Expected Result/Impact: Decreased number of leavers and increased number of students in attendance during the first week of school</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, Lead Student Advocate Specialist</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Communications, Stronger Connections Grant Coordinator, and Student Advocate Specialist will partner to ensure information about the importance of attendance is shared from the district level through the use of social media, emails, Parent Square, and videos.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Student Advocate Specialist, Communication Specialist</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p> <p>Funding Sources: Technology, Human Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Stronger Connections Grant Coordinator and Student Advocate Specialist will monitor campus level interventions including the distribution of attendance warning letters, 90% letters, and Truancy Prevention Measures.</p> <p>Strategy's Expected Result/Impact: Increase parent awareness about 90% attendance requirements</p> <p>Staff Responsible for Monitoring: Student Advocate Specialists, Assistant Principals, Attendance Clerks</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p> <p>Funding Sources: Postage - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The Director of Student Support Services and the Stronger Connections Grant Coordinator will implement Panorama, a targeted intervention case management system, and provide training and support to designated staff.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Student Advocate Specialists, Assistant Principals</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 2: The preliminary attendance rate for the 2023-2024 school year remains below the 95% goal, which impacts budget projections. Root Cause: The attendance rate is still not back to what it was prior to Covid.</p>

District Processes & Programs

Problem Statement 1: Student attendance has dropped below the 95% budget threshold. **Root Cause:** Roles for staff who can have a direct impact on improving student attendance needs to be clearly defined.





Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 5: Increase the quality of parent and family engagement by ensuring that all engagement events include at minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.

- Evaluation Data Sources:** Flyers/Advertisements of Events
 Attendance sign-in sheets
 Surveys - Feedback from parents
 Parents Enrolled and Graduated - Parent University
 Documentation in District tracking system

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and administer an annual district Parent and Family Engagement Survey, as well as surveys to collect parent feedback after each district family engagement meeting to refine family engagement opportunities.</p> <p>Strategy's Expected Result/Impact: Increased parent and family engagement opportunities that meet the needs and interests of parents and families</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, At-risk Outreach Coordinator</p> <p>Problem Statements: District Processes & Programs 4, 5, 8</p> <p>Funding Sources: Technology - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The District and campuses will partner with ACE to increase REAL Family Engagement participation by offering programs, training opportunities, and experiences that develop partnerships with parents leading to increased student success with academics, behavior, and social emotional learning.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, increased student success</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, At-Risk Coordinator, ACE Program Director, Principals, ACE Program Specialist, Counselors</p> <p>Problem Statements: District Processes & Programs 3, 4, 5, 8</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Support Parents as their Child's First Teacher by offer training, resources, and materials for parents of incoming pre-kindergarten students.</p> <p>Strategy's Expected Result/Impact: Stronger academic transition from prekindergarten to elementary school, increased parent understanding of supporting students with at-home learning</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Early Literacy Coordinator, Principals</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: Training Supplies, Activity Supplies, Printed Materials, Human Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Through REAL Family Engagement events, provide information and resources to parents that support student academic, behavioral, and social emotional well being including but not limited to becoming an observer in Canvas, accessing assessment results, interpretation of the results, explanation of TEKS, demonstrations of rigor in English and in Spanish, behavior management, internet and social media safety, dating violence, Human trafficking, tools for parents to use at home, graduation requirements, resources in the community, and homework support.</p> <p>Strategy's Expected Result/Impact: Increased parent knowledge of state assessments, increased parent understanding of supporting students with at-home learning, increased student state assessment scores</p> <p>Staff Responsible for Monitoring: District Family Engagement Team, Principals, Bilingual/ESL Coordinator, Campus Parent and Family Engagement Coordinator</p> <p>Problem Statements: District Processes & Programs 8 - Perceptions 2</p> <p>Funding Sources: Technology, Training Materials - 211 - Title I, Part A - IR, Training Materials - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: The district CCMR staff and campus staff will engage parents and students in Going Beyond Grades by partnering with community organizations to host informational events related to graduation plans, college preparation, graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; including, but not limited to: Financial Aid workshops, Fish Camp, Student Led Conferences, and Senior Summit.</p> <p>Strategy's Expected Result/Impact: Additional information for parents and students to make informed choices and selections related to their academic plans during their time in CISD, increased post-secondary opportunities and future successes for students</p> <p>Staff Responsible for Monitoring: CTE Director, Director of Fine Arts, Principals, Academic Dean, Associate CCMR Advisor, Campus Academic Leaders, Counselors</p> <p>Problem Statements: Student Learning 13, 17 - District Processes & Programs 8</p> <p>Funding Sources: Human Resources - 199 - General Fund: High School Allotment, Human Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Support early literacy for pre-kindergarten students and families through programs such as Books and Bytes, Mo Bus campus visits, Bella (Botanical Gardens Outreach), and Little Lions. Resources and home activities will be shared to support literacy development. Families will be able to choose free books to add to their student's home library.</p> <p>Strategy's Expected Result/Impact: Increased families engagement, increased familiarity with school culture, improved early literacy skills</p> <p>Staff Responsible for Monitoring: Librarians</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: Training Materials, Books, Activity Supplies - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: CISD will elevate achievement and equity for Emergent Bilingual students by conducting one Parent, Family, and Community Engagement Fair in collaboration with ACE.</p> <p>Strategy's Expected Result/Impact: Increased parent awareness of programs, activities, and community resources available to support literacy, health, and social-emotional development</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialists, ACE Staff</p> <p>Problem Statements: District Processes & Programs 8</p> <p>Funding Sources: Speaker, Technology, transportation, child care. - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 13: Castleberry ISD is earning fewer CCMR Outcome Bonuses than other districts in the region. **Root Cause:** The number of graduates who successfully meet the TSI criteria and enroll in college is not above the established threshold for Economically Disadvantaged, Non-Economically Disadvantaged, or Special Education. CISD must increase student, parent, and teacher awareness of the importance of the TSIA assessment, and intentionally share preparation and testing opportunities with parents and students.

Problem Statement 17: The percent of career or military ready annual graduates that earned an Industry-Based Certification was 26% for the 2022-2023 school year. Data is not available for the 2023-2024 school year. **Root Cause:** The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified, added to our program, and intentionally shared with students and parents through graduation plans and student led conferences.

District Processes & Programs

Problem Statement 3: Success of parent involvement events are measured by attendance rather than by student performance and outcomes. **Root Cause:** There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.

Problem Statement 4: Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events. Intentional efforts must be taken to connect with families through other avenues.

Problem Statement 5: ParentSquare is not used effectively to collect feedback from parents to improve district level family engagement events. **Root Cause:** ParentSquare is still fairly new and has been used primarily to communicate upcoming events with parents, share newsletters, or share celebrations. Training on using ParentSquare to collect feedback from parents is needed.

Problem Statement 8: While the district has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families. **Root Cause:** REAL Family Engagement opportunities need to be added to events that are highly attended such as events where students perform.





Perceptions

Problem Statement 2: While the percentage of parent observers in Canvas has increased, it is not at 100%. **Root Cause:** There are inconsistencies in communication between campuses about the value of becoming an observer in Canvas and how it can assist parents with understanding what their child is learning and how to help their child.

Goal 2: Enhance Trust and Confidence in the District through Effective Communication

Performance Objective 6: Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.), crisis prevention responsive services, and family engagement events.</p> <p>Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Education, Director of School and Student Support, Principals, Social Workers, Crisis Counselor, and Counselors</p> <p>Problem Statements: Demographics 3, 4, 5 - District Processes & Programs 6, 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase mental health awareness with a focus on educational training for parents, teachers, counselors, social workers, police officers, and administrators.</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, CISD Police Department, Counselors, Social Workers</p> <p>Problem Statements: Demographics 5 - District Processes & Programs 6, 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness.</p> <p>Strategy's Expected Result/Impact: Increased availability of resources for staff, students, and families</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Director of School and Student Support, Counselors, Social Workers</p> <p>Problem Statements: District Processes & Programs 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The Child Nutrition Department will enhance the quality and nutritional value of food options available in the school cafeteria, focusing on offering choices that align with dietary guidelines and support students' overall well-being while also continuously adapting and refining the menu offerings based on assessment results and students' preferences to increase student academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement</p> <p>Staff Responsible for Monitoring: Child Nutrition Department</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:





Demographics
<p>Problem Statement 3: There were 58 instances of students being caught with vapes containing THC during the 2023-2024 school year. These all resulted in students being placed in DAEP. Root Cause: Students report using marijuana/TCH to mask symptoms of anxiety and depression. THC is becoming easier to obtain in the form of vaping devices.</p>
<p>Problem Statement 4: During 2023-2024, the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1500 to 1833 which is an increase of 18% Root Cause: There is the need for stronger and more aligned supports with behavior and social emotional learning for all tiers.</p>
<p>Problem Statement 5: In 2023-2024 CISD reported 58 threat assessments. Root Cause: More students are in crisis and experiencing trauma. They are in need of more support since Covid.</p>
District Processes & Programs
<p>Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.</p>
<p>Problem Statement 7: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Assign adequate resources for the maintenance, renovation, and construction of facilities to provide quality learning experiences for all students.

HB3 Goal

Evaluation Data Sources: Bond Planning Timeline, Long Range Replacement Plan Coordination, Capital Improvement Plan Coordination

Strategy 1 Details	Reviews			
<p>Strategy 1: Within a two-year timeframe, the school district will successfully oversee the construction of a state-of-the-art high school facility, ensuring it is completed on schedule, within the approved budget, and in full compliance with safety and quality standards, to provide a modern learning environment that accommodates a growing student population and promotes educational excellence.</p> <p>Strategy's Expected Result/Impact: Updated and new facilities</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Director of Technology, Cabinet</p> <p>Problem Statements: District Processes & Programs 10, 12</p> <p>Funding Sources: Construction Budget - 199 - General Fund, Capital Improvement Projects Budget - 199 - General Fund, Replacement Plan Budget - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Define, document, and implement clear job duties and responsibilities prior to September 1, 2024 for each manager position within the maintenance department to promote organizational efficiency, reduce confusion, and enhance accountability within the department to improve the response time for maintenance requests.</p> <p>Strategy's Expected Result/Impact: Clear and concise information, increased response time for work order completion</p> <p>Staff Responsible for Monitoring: Auxiliary Services Coordinator, Maintenance Supervisor</p> <p>Problem Statements: District Processes & Programs 14</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 10: The district closed FTEs to maintain a balanced budget. **Root Cause:** School district funding has decreased due to inflation and a lack of funding from state revenue.

Problem Statement 12: It is difficult to forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan **Root Cause:** Rate of inflation and availability of supply inventories impacts budget planning.





Problem Statement 14: Increased response time for maintenance requests. **Root Cause:** Staff cuts through attrition have been made due to a decrease in school district funding caused by inflation and a lack of funding from state revenue.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: Allocate budgeted funds and resources to operate and renovate existing and future facilities that provide quality learning spaces for all CISD students.

HB3 Goal

Evaluation Data Sources: Bond Planning Timeline, Long Range Replacement Plan Coordination, Capital Improvement Plan Coordination, Student Performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate and explore funding resources (grants and state programs) for safety and security educational programs and for future growth.</p> <p>Strategy's Expected Result/Impact: Balanced budget, Title funding, NOGA</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Director of Technology, Cabinet</p> <p>Problem Statements: District Processes & Programs 10, 12</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create, update, and revise a Long Range Strategic Plan, Capital Improvements Projects List, and Replacement Plan (Purchases/ Frequency).</p> <p>Strategy's Expected Result/Impact: Updated and new facilities</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Cabinet</p> <p>Problem Statements: District Processes & Programs 12</p> <p>Funding Sources: Capital Improvement Projects Budget - 199 - General Fund, Replacement Plan Budget - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs





Problem Statement 10: The district closed FTEs to maintain a balanced budget. **Root Cause:** School district funding has decreased due to inflation and a lack of funding from state revenue.

Problem Statement 12: It is difficult to forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan **Root Cause:** Rate of inflation and availability of supply inventories impacts budget planning.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 3: Continue to be fiscally responsible and maintain a healthy budget and fund balance while sustaining current equipment and planning for future needs over the next five years.

Strategy 1 Details	Reviews			
<p>Strategy 1: Castleberry ISD will continue to review, monitor, and revise the CISD Energy Management Plan. Strategy's Expected Result/Impact: Efficient Energy Bills, Facilities, and Operations Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations</p> <p>Problem Statements: District Processes & Programs 10 Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Castleberry ISD will continue to review, monitor, and revise the Long Range Replacement Plan (Purchases/Frequency).</p> <p>Strategy's Expected Result/Impact: Maintenance of high quality facilities and equipment Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations</p> <p>Problem Statements: District Processes & Programs 12 Funding Sources: Replacement Plan Budget - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Castleberry ISD will continue to review, monitor, and revise the Capital Improvement Projects List.</p> <p>Strategy's Expected Result/Impact: High quality facilities Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations</p> <p>Problem Statements: District Processes & Programs 12 Funding Sources: Capital Improvement Projects Budget - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Castleberry ISD will continue to review, monitor, and revise the Construction Budget. Strategy's Expected Result/Impact: Successful construction project Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Executive Director of Financial Services Problem Statements: District Processes & Programs 10, 12	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Castleberry ISD will continue to provide state of the art technology throughout the district, including modern technology hardware, innovative data and analytical solutions, and solutions to enhance teaching and learning. Strategy's Expected Result/Impact: Staff and student technology devices included in the 5 year replacement plan, all students able to connect to the Internet at home to continue learning Staff Responsible for Monitoring: Director of Technology, Teaching, Learning, and Innovation Department Problem Statements: District Processes & Programs 16 Funding Sources: - 199 - General Fund - \$285,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The Budget Dashboard will be reviewed monthly during Board of Education meetings. Strategy's Expected Result/Impact: Closely monitored budget, all spending within budget Staff Responsible for Monitoring: Executive Director of Financial Services Problem Statements: District Processes & Programs 10, 12	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 10: The district closed FTEs to maintain a balanced budget. Root Cause: School district funding has decreased due to inflation and a lack of funding from state revenue.
Problem Statement 12: It is difficult to forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan Root Cause: Rate of inflation and availability of supply inventories impacts budget planning.
Problem Statement 16: Since 2020, Education has become the most attacked industry in the cybersecurity world. The district mitigates thousands of attempted attacks per month. Root Cause: All teaching and learning was abruptly taken online during the pandemic.

Goal 3: Implement Effective and Efficient Operations



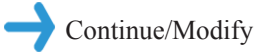

Performance Objective 4: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

HB3 Goal

Evaluation Data Sources: ESC Random Intruder Audits, Weekly Exterior Door Sweep Checks, Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms, Threat Assessment Logs (Skyward),

Strategy 1 Details	Reviews			
<p>Strategy 1: Enforce and oversee the implementation of newly mandated safety standards for schools while ensuring a method of continuous monitoring to meet the new compliance timeframe.</p> <p>Strategy's Expected Result/Impact: Improved school safety for students, staff, and visitors, clear and concise communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, CISD Police Department, Safety and Security Coordinator</p> <p>Problem Statements: District Processes & Programs 13</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.</p> <p>Strategy's Expected Result/Impact: Improved overall school safety for students, staff, and visitors, clear and concise communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Over the course of the next year, the district will establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP).</p> <p>Strategy's Expected Result/Impact: Clear and concise communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures.</p> <p>Strategy's Expected Result/Impact: Improved student, staff, and parent communication before, during, and after an emergency crisis</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Communications Coordinator, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principals</p> <p>Problem Statements: Demographics 5 - District Processes & Programs 13</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 5: In 2023-2024 CISD reported 58 threat assessments. Root Cause: More students are in crisis and experiencing trauma. They are in need of more support since Covid.</p>
District Processes & Programs
<p>Problem Statement 13: Parents and staff have expressed concerns that there is inconsistent and timely communication. Root Cause: Inconsistent communication and multiple communication applications</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Continue to implement and refine School Behavioral Threat Assessment teams that conduct behavioral threat assessments at each campus.

HB3 Goal

Evaluation Data Sources: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1 Details	Reviews			
<p>Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased number of suicide attempts, self harm), safe and secure campuses and facilities</p> <p>Staff Responsible for Monitoring: Safe and Supportive School Staff</p> <p>Problem Statements: Demographics 5 - District Processes & Programs 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collect, review, and incorporate data collected from the teacher threat assessment questionnaire and the parent interview into the overall threat assessment process.</p> <p>Strategy's Expected Result/Impact: Decreased number and severity of threat assessments, more proactive communication with staff and parents</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals</p> <p>Problem Statements: Demographics 5 - District Processes & Programs 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Review threat assessment cases on a quarterly basis to analyze trends and ensure fidelity of student support plans.</p> <p>Strategy's Expected Result/Impact: Decreased number and severity of threat assessments, more proactive communication with staff and parents</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Crisis Counselors, Counselors</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 5: In 2023-2024 CISD reported 58 threat assessments. **Root Cause:** More students are in crisis and experiencing trauma. They are in need of more support since Covid.

District Processes & Programs

Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 7: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.





Goal 3: Implement Effective and Efficient Operations

Performance Objective 6: Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: Behavior and Counseling Data
SAEBERS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate Tier 1 Behavior Management into data walk forms and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals, Counselors, Teachers</p> <p>Problem Statements: Demographics 4, 5, 6 - Student Learning 23 - District Processes & Programs 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the implementation of Social Emotional Learning (SEL) time and Tier 1 lessons at each campus.</p> <p>Strategy's Expected Result/Impact: Reduced discipline referrals, meet requirements for bullying instruction</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 4 - District Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers, Panorama, and associated Special Education referrals with a focus on secondary campuses and viable alternatives.</p> <p>Strategy's Expected Result/Impact: Increase in the timely intervention of students with behavior needs and decrease in the number of ED referrals</p> <p>Staff Responsible for Monitoring: Special Programs Department, Director of School and Student Support</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 23, 24</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The Director of School and Student Support and the Stronger Connections Grant Coordinator will meet monthly with campus administrators to review data identifying general education and special education students in need of MTSS support for behavior and to review interventions that are currently in place.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/MTSS, Crisis Counselors, Social Workers</p> <p>Problem Statements: Demographics 3, 4, 5 - Student Learning 23, 24</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All campuses will implement the universal screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/MTSS, Crisis Counselors, Principals, Social Workers, Counselors, Teachers</p> <p>Problem Statements: Student Learning 23, 24</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Through the Stronger Connections grant, Castleberry ISD will provide unlimited teletherapy to all secondary students.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p>Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals, Counselors, Teachers</p> <p>Problem Statements: Demographics 3, 4, 5, 6 - District Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings.</p> <p>Strategy's Expected Result/Impact: Annual attendance goals met</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Director of School and Student Support, Principals, Special Education Department, Counselors</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure 100% of Skyward student records at all campuses accurately show disciplinary removals, attendance records (to include students who receive outside services), and report cards.</p> <p>Strategy's Expected Result/Impact: Increased accuracy of Skyward records</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Programs, Director of School and Student Support, Principals, Management Information Systems Coordinator, Stronger Connections Grant Coordinator, Assistant Principals, Data Management Secretaries, Attendance Clerks</p> <p>Problem Statements: District Processes & Programs 15</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 3: There were 58 instances of students being caught with vapes containing THC during the 2023-2024 school year. These all resulted in students being placed in DAEP. Root Cause: Students report using marijuana/TCH to mask symptoms of anxiety and depression. THC is becoming easier to obtain in the form of vaping devices.</p>
<p>Problem Statement 4: During 2023-2024, the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1500 to 1833 which is an increase of 18% Root Cause: There is the need for stronger and more aligned supports with behavior and social emotional learning for all tiers.</p>
<p>Problem Statement 5: In 2023-2024 CISD reported 58 threat assessments. Root Cause: More students are in crisis and experiencing trauma. They are in need of more support since Covid.</p>
<p>Problem Statement 6: There were 27 instances of students being caught with vapes that contained nicotine. Root Cause: Students see vaping as a way to get attention or fit in.</p>
Student Learning
<p>Problem Statement 23: There has been an increase in behavior offenses for special education students. Root Cause: There has been a greater focus on academic MTSS processes over behavior MTSS processes</p>
<p>Problem Statement 24: The MTSS process is not implemented effectively at all campuses. Root Cause: MTSS at the high school requires creative thinking and scheduling.</p>

District Processes & Programs

Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 7: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues.





Problem Statement 15: CISD staff many times work within isolated "data silos" essentially cutting off access to crucial data that other individuals and departments could use to support teaching and learning. **Root Cause:** There is a poor understanding of existing student information systems, as well as a lack of professional learning.

Goal 3: Implement Effective and Efficient Operations

Performance Objective 7: Over the next three years, enhance and expand the talent pipeline program to attract, recruit, and retain highly qualified educators who possess the necessary skills and knowledge to facilitate effective classroom instruction resulting in a 100% teacher fill rate and a 10% increase in teacher retention (from 75% to 85% or higher).

Evaluation Data Sources: TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to monitor, evaluate, and offer a competitive compensation package to retain high-quality staff and attract top talent to the district.</p> <p>Strategy's Expected Result/Impact: Increased employee satisfaction and retention rate, enhanced recruitment of high-quality staff</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Talent Acquisition and Policy</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 9</p> <p>Funding Sources: Anonymous staff survey platform - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide staff that can assist with creative scheduling that improves teacher and student performance by providing multi-tiered levels of support and response to intervention for classroom and program assistance.</p> <p>Strategy's Expected Result/Impact: Increased student performance, highly qualified staff</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Educational Leadership, Director of Talent Acquisition and Policy, Director of Special Programs, Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 9</p> <p>Funding Sources: - 199 - General Fund, - 224 - IDEA B, Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct an annual certification audit to ensure all instructional staff meet state licensure and certification standards or the District of Innovation exemption for non-certified teachers in CTE courses and other non-traditional industry-based courses within 3 years.</p> <p>Strategy's Expected Result/Impact: 100% of teaching staff meet state licensure and certification standards, increased teacher retention, increase in highly effective teachers, and improved student achievement and engagement</p> <p>Staff Responsible for Monitoring: Superintendent, Director of Talent Acquisition and Policy, Principals</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 7 Problem Statements:


Demographics
<p>Problem Statement 1: 47% of teachers in Castleberry ISD have 5 or less years of experience versus 36% at the state level (source TAPR 2022-2023). Root Cause: The Castleberry ISD turn over rate is improving, but remains higher than the state according to the 2022-2023 TAPR (CISD: 22.7% vs State: 21.4%).</p>
District Processes & Programs
<p>Problem Statement 9: Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 25% in 2022-2023 to 21% in 2023-2024, this yields us a 77% retention rate overall. Root Cause: National data indicates that supporting educators through SEL and PL is important for schools and districts to retain quality teachers. Exit survey data suggests a need for additional mentorship and support to 1-3 year teachers, particularly in special education, and curriculum and assessment information to be provided in a more timely manner.</p>


Goal 3: Implement Effective and Efficient Operations


Performance Objective 8: Within three years, implement comprehensive retention strategies, including the establishment of mentorship programs, the introduction of career advancement opportunities, and the enhancement of competitive compensation packages, with the objective of reducing employee turnover to less than 16% and fostering a more engaged and satisfied workforce.


Evaluation Data Sources: TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis, Forecast5

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a mentor and coaching model that includes a timeline for the assignment and selection of mentees and mentor/coaching plans by the campus principal. Principals will conduct meetings with teachers they assign to a mentor/coaching plan according to the district progress monitoring timeline.</p> <p>Strategy's Expected Result/Impact: Improved instructional quality, increased capacity of teachers, increased teacher retention, improved student achievement and engagement, and efficient use of district resources.</p> <p>Staff Responsible for Monitoring: Superintendent, Content Coordinators, Principals, Instructional Mentors/Coaches</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 9 - Perceptions 1</p> <p>Funding Sources: - 199 - General Fund, - 255 - Title II, Part A TPTR, - 425 - Teacher Induction/Mentor</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 8 Problem Statements:

Demographics
<p>Problem Statement 1: 47% of teachers in Castleberry ISD have 5 or less years of experience versus 36% at the state level (source TAPR 2022-2023). Root Cause: The Castleberry ISD turn over rate is improving, but remains higher than the state according to the 2022-2023 TAPR (CISD: 22.7% vs State: 21.4%).</p>
District Processes & Programs
<p>Problem Statement 9: Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 25% in 2022-2023 to 21% in 2023-2024, this yields us a 77% retention rate overall. Root Cause: National data indicates that supporting educators through SEL and PL is important for schools and districts to retain quality teachers. Exit survey data suggests a need for additional mentorship and support to 1-3 year teachers, particularly in special education, and curriculum and assessment information to be provided in a more timely manner.</p>
Perceptions
<p>Problem Statement 1: The Exiting Employee Survey reflected an increased percentage of staff resigning from CISD within the first 3 years of employment. Qualitative data capture was included where it had not been previously captured, and staff report that particularly in special education setting, additional support is needed. Root Cause: A re-organization of job duties for special education administrative and support personnel is needed, as well as a tiered professional learning plan for instructional staff in these settings.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 9: Achieve a School First Rating of an A for the 2023-2024 school year.

Evaluation Data Sources: Monthly budget reviews, TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Financial Services will monitor all School FIRST indicators prior to fiscal year 2024 audit. Strategy's Expected Result/Impact: All indicators fall in the A range Staff Responsible for Monitoring: Executive Director of Financial Services</p> <p>Problem Statements: District Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Financial Services will continue to work with Talent Acquisition to ensure that all salary budget codes are in the correct function as well as PIC codes. Strategy's Expected Result/Impact: Salary budget codes are in line with correct function and area of services Staff Responsible for Monitoring: Executive Director of Financial Services</p> <p>Problem Statements: District Processes & Programs 19</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 9 Problem Statements:





District Processes & Programs
<p>Problem Statement 10: The district closed FTEs to maintain a balanced budget. Root Cause: School district funding has decreased due to inflation and a lack of funding from state revenue.</p>
<p>Problem Statement 19: Financial PIC codes on employee salaries were not accurately assigned and monitored. Root Cause: There was not an effective monitoring and correction process between Talent Acquisition and Finance.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 10: Over the next three years, the school district will successfully implement a zero-based budgeting approach, ensuring that all budgetary allocations are thoroughly evaluated and justified based on their alignment with academic success objectives.

Evaluation Data Sources: Monthly budget reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Superintendent and Executive Director of Financial Services will discuss the monthly expenditures versus the earned revenue at each one on one meeting utilizing On Data Suite and/or Power BI.</p> <p>Strategy's Expected Result/Impact: Monthly budget reviews</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Financial Services</p> <p>Problem Statements: District Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Superintendent, Executive Director of Finance, and Management Information Systems Coordinator will meet after each six weeks to look at the summary of finance versus budget.</p> <p>Strategy's Expected Result/Impact: Six weeks Summary of Finance/Budget</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Financial Services, Management Information Systems Coordinator</p> <p>Problem Statements: District Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Financial Services will monitor yearly ADA with budget each week and review at each cabinet meeting.</p> <p>Strategy's Expected Result/Impact: Monthly ADA/budget reconciliations</p> <p>Staff Responsible for Monitoring: Executive Director of Finance</p> <p>Problem Statements: Demographics 2 - District Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor the budget monthly throughout the year with Superintendent and Executive Director of Finance to ensure expenditures do not exceed earned revenue.</p> <p>Strategy's Expected Result/Impact: District resources utilized effectively</p> <p>Staff Responsible for Monitoring: Superintendent, Executive Director of Financial Services</p> <p>Problem Statements: District Processes & Programs 10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to implement streamlined and efficient business practices that leverage technological advancements and foster a culture of continuous improvement, enabling the district to optimize operational efficiency, enhance capacity, and drive sustainable growth within the district.</p> <p>Strategy's Expected Result/Impact: District resources utilized effectively</p> <p>Staff Responsible for Monitoring: Executive Director of Financial Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 10 Problem Statements:



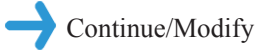

Demographics
<p>Problem Statement 2: The preliminary attendance rate for the 2023-2024 school year remains below the 95% goal, which impacts budget projections. Root Cause: The attendance rate is still not back to what it was prior to Covid.</p>
District Processes & Programs
<p>Problem Statement 10: The district closed FTEs to maintain a balanced budget. Root Cause: School district funding has decreased due to inflation and a lack of funding from state revenue.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 11: Develop and maintain a strong cybersecurity posture to ensure the safety of student and staff data.

Evaluation Data Sources: Internal network security assessments, External network security assessments through the Cybersecurity and Infrastructure Security Agency (CISA), Cybersecurity risk assessment aligned with the Texas Cybersecurity Framework (TCF), Analysis of results from simulated cyber attacks to gauge staff and student cybersecurity awareness

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to perform network security audits to assess any potential cybersecurity risks in order to prevent student and staff data breaches and business interruption.</p> <p>Strategy's Expected Result/Impact: Detect and mitigate any cybersecurity threats existing in our systems, and prevent any future threats</p> <p>Staff Responsible for Monitoring: Cybersecurity Coordinator, Technology Operations Department</p> <p>Problem Statements: District Processes & Programs 16</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 11 Problem Statements:





District Processes & Programs
<p>Problem Statement 16: Since 2020, Education has become the most attacked industry in the cybersecurity world. The district mitigates thousands of attempted attacks per month.</p> <p>Root Cause: All teaching and learning was abruptly taken online during the pandemic.</p>

Goal 3: Implement Effective and Efficient Operations

Performance Objective 12: Leverage innovative data analysis techniques to gain deeper insights into student performance across all grade levels and all tests, enabling campuses to develop targeted interventions and strategies that maximize academic growth and support individual student success.

Evaluation Data Sources: Curated educator-facing live datasets from Skyward, and other information platforms

Strategy 1 Details	Reviews			
<p>Strategy 1: The Technology Operations Director, Management Information Systems Coordinator, and Management Information Systems Data Clerk will continue to strategically develop datasets which will then be promoted for educator and administrator use.</p> <p>Strategy's Expected Result/Impact: Increased access to student data, allowing administrators and educators to monitor progress in nearly real time</p> <p>Staff Responsible for Monitoring: Technology Operations Director, Management Information Systems Coordinator, Management Information Systems Data Clerk</p> <p>Problem Statements: District Processes & Programs 15</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 12 Problem Statements:

District Processes & Programs
<p>Problem Statement 15: CISD staff many times work within isolated "data silos" essentially cutting off access to crucial data that other individuals and departments could use to support teaching and learning. Root Cause: There is a poor understanding of existing student information systems, as well as a lack of professional learning.</p>

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 1: Overall Performance Objective: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase to 60% by June 2025.

-90% of all pre-kindergarten students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.

-85% of all kindergarten students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.





-90% of all 1st grade students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.

-85% of all 2nd grade students will meet or exceed grade level expectations by June 2025 as measured by state assessments in Reading.

HB3 Goal

Evaluation Data Sources: CLI Engage, TX-KEA, Tejas Lee, TPRI, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching, Learning, and Innovation will continue to support campus staff in analyzing Early Literacy and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.</p> <p>Strategy's Expected Result/Impact: Increased student performance on indicators monitoring student progress in Early Literacy, increased STAAR Scores</p> <p>Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 20</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will monitor the acquisition of foundational skills and make needed adjustments to instruction by studying student work, reviewing progress toward skill specific goals, and identifying trends in data walks.</p> <p>Strategy's Expected Result/Impact: Systematic instruction and mastery of skills</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leaders, Instructional Coach, Teachers</p> <p>Problem Statements: Student Learning 20</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Content Coordinators and Campus Academic Leaders will review assessments and guiding documents with teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Increased teacher understanding of upcoming content and instructional implications</p> <p>Staff Responsible for Monitoring: Campus Academic Leaders</p> <p>Problem Statements: Student Learning 20</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus Academic Leaders will emphasize knowledge building, vocabulary, and oral language development strategies during Professional Learning Communities for teachers to incorporate in the learning process.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension</p> <p>Staff Responsible for Monitoring: Campus Academic Leaders, Instructional Coach</p> <p>Problem Statements: Student Learning 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teaching, Learning, and Innovation will provide strategic interventions that focus on targeted skills using the menu of lessons that has been created and added to the guiding documents.</p> <p>Strategy's Expected Result/Impact: Higher achievement on assessments</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leaders, Instructional Coach</p> <p>Problem Statements: Student Learning 19, 20</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campuses will support students in setting literacy goals and monitoring their progress.</p> <p>Strategy's Expected Result/Impact: Mastery of literacy skills</p> <p>Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Teachers</p> <p>Problem Statements: Student Learning 9, 14, 20</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 9: The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.

Root Cause: The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

Problem Statement 14: Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas.

Root Cause: High numbers of students with disabilities in reading and inconsistent Tier I practices in classrooms.

Problem Statement 19: Students are performing below the state average in English 1 and English 2. **Root Cause:** Curriculum is not consistently aligned at every level to high quality instructional materials.

Problem Statement 20: Foundational skills routines are not paced appropriately, therefore teachers do not have enough time to provide feedback. **Root Cause:** The lessons are long and teachers struggle with pacing.

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 2: By the end of the year, 100% of students will improve their writing by incorporating elaboration strategies into student discourse and written work, specifically by providing facts, reasons, examples, descriptions, quotes, anecdotes, cause and effect, or statistics as supporting evidence, with the aim of enhancing clarity and depth.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching, Learning, and Innovation staff will support campuses by providing explicit instruction in grammar and conventions kindergarten-2nd grade. Lessons include explicit instruction, mentor sentences, application and creation of sentences with the new grammar/convention rule (Patterns of Power model), and STAAR formatted editing and revising practice.</p> <p>Strategy's Expected Result/Impact: Student mastery of the conventions of written language</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Principals, Campus Academic Leaders, Teachers</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will internalize the lessons in the guided documents to provide writing instruction daily.</p> <p>Strategy's Expected Result/Impact: Higher achievements on assessments</p> <p>Staff Responsible for Monitoring: Campus Academic Leaders, Instructional Coach</p> <p>Problem Statements: Student Learning 1 - District Processes & Programs 17</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teaching, Learning, and Innovation will support campuses in teaching evidence-based writing responses by providing daily response opportunities in the guiding documents and by tracking progress with writing benchmarks at the beginning, middle, and end of the year.</p> <p>Strategy's Expected Result/Impact: Increased comprehension of texts, increased achievement on assessments, improved quality of writing</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leaders, Instructional Coach</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: More than half of students in pre-kindergarten-2nd grade are ending the school year below grade level in writing. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and there have been inconsistent instructional practices throughout the district.

Problem Statement 2: On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction and knowledge of AI grading and criteria.

District Processes & Programs

Problem Statement 17: Teachers have been spending hours after school and on weekends lesson planning. **Root Cause:** More time is needed on teachers understanding the rigor of content versus time on writing lesson plans.

Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success





Performance Objective 3: Overall Performance Objective: The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase to 60% by June 2025.

- 93% of all pre-kindergarten math students will meet or exceed grade-level expectations by June 2025 as measured by state assessment.
- 85% of all kindergarten math students will meet or exceed grade level on the end of year STEMScopes assessment.
- 60% of all 1st grade math students will meet or exceed grade level on the end of year STEMScopes assessment.
- 78% of all 2nd grade math students will meet or exceed grade level on the end of year STEMScopes assessment.

HB3 Goal

Evaluation Data Sources: CLI Engage, STEMScopes assessment, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teaching, Learning, and Innovation will continue to support campus staff in analyzing Early Numeracy and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.</p> <p>Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Numeracy, increased STAAR scores</p> <p>Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Instructional Coaches</p> <p>Problem Statements: Student Learning 4, 21</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will increase use of manipulatives and verbal discourse to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways.</p> <p>Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 4, 21</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math will vertically align foundational math skills that are built on numeracy through guiding documents, resources, professional learning, and assessment.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of numeracy</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator, Campus Academic Leaders</p> <p>Problem Statements: Student Learning 4, 21</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 4: 41% of 1st grade, and 24% of 2nd grade students did not Meet grade level expectations on their end of year STEMscopes Math assessment for 2024. Root Cause: Teachers need more professional learning in breaking down the TEKS in their content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding along with providing lesson extensions.</p> <p>Problem Statement 21: Problem solving and addition and subtraction fluency are below grade level in kindergarten-2nd grade classrooms. Root Cause: Too little time is spent on fluency practice and explicit instruction for problem solving.</p>