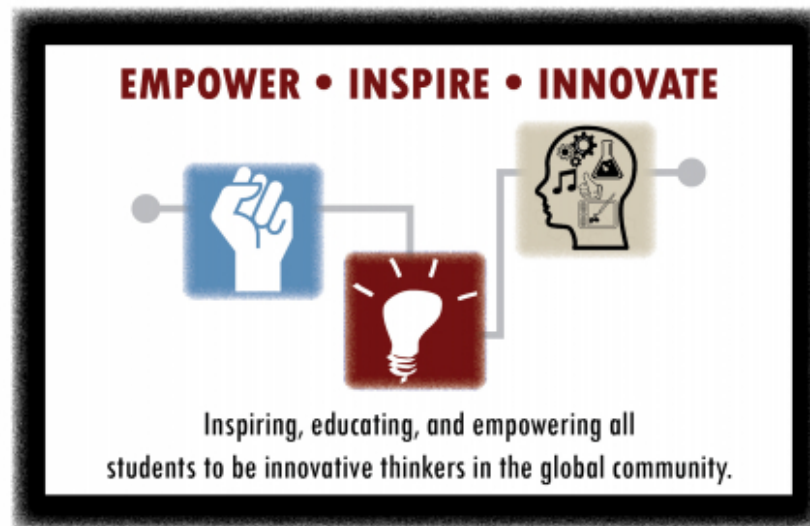


Castleberry Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B



Board Approval Date: October 3, 2022
Public Presentation Date: September 12, 2022

Mission Statement

Inspiring, educating, and empowering all students to be innovative thinkers in the global community.

Vision

EMPOWER - INSPIRE - 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Castleberry ISD is located five miles west of downtown Fort Worth, in a densely populated community covering an area of approximately 5.438 square miles. The district includes the City of River Oaks (pop. 7,646), a large portion of Sansom Park (pop. 5,438), and a small portion of the City of Fort Worth (enrollment area, pop. 9,929). Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and the north by Lake Worth. Castleberry ISD consists of seven campuses: Castleberry Elementary, A. V. Cato Elementary, Joy James Academy of Leadership, Irma Marsh Middle School, Castleberry High School, REACH High School, and TRUCE Learning Center.

At the beginning of the 2022-2023 school year, CISD staff consisted of 608 employees which are teachers, administrators, and support staff committed to providing a high quality learning environment for the 3,639 students enrolled in the district.

The student body at Castleberry ISD is 88.1% economically disadvantaged and comes from a diverse background: 82% of students are Hispanic, 14% of students are Anglo, 2% are African-American, and 1% Other.

Additional demographics include:

- 70% At Risk
- 36% EB
- 13% Special Education
- 17% Bilingual
- 30% ESL
- 6% Gifted and Talented
- 100% Title I
- 5.5% Transfer Students

The Castleberry Independent School District strives to provide the finest education to our students. 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 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 campus leaders are valued, culturally aware, sensitive to students' needs, instructional coaches, effective communicators, and foster a climate of belonging and success.
- 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 and community.

Demographics Strengths

- In response to student population trends, teacher population has also begun to change to meet the needs of the student population. For example, 83% of students are Hispanic and 26% of teachers are Hispanic. The total of minority staff equals 38.6%.

- In the 2020-2021 Texas Academic Performance Report (TAPR), the district ratio of students to teachers was 16.4 to 1 which is lower than the state ratio or 18 to 1.
- The average experience of principals in the district is 7.5 years in comparison to 6.4 statewide.
- At the conclusion of the 2021-2022 school year, 23.7% of staff members had more than 10 years of experience in education.
- The beginning year salary for a new teacher in Castleberry ISD was \$57,738 versus the state average of \$50,849. For the 2022-2023 school year, the beginning teacher salary is \$60,892 which is one of the top salaries in the county.
- The district employs a certified librarian on each campus.
- English as a Second Language (ESL) certification is encouraged for all new hires; however, it has become a state requirement for all core content teachers. The vast majority of CISD elementary teachers are ESL certified which allows students to receive services in the classroom instead of through a pull-out program.
- Central administration makes up 1.3% of staff and is similar to the statewide percent of 1.2%.
- The attendance rate for the 2020-2021 school year was 97.5% and equaled the state attendance rate.
- Castleberry High School has 32.1% participation in dual course opportunities while the state only has 24.6% participation.
- 37% of the student population are in the bilingual or ESL program.
- 6.1% of students are receiving gifted and talented services.
- For the 2022-2023 school year, the district added a dedicated gifted and talented instructional coach for professional development and coaching to support the instruction in the classroom.
- The district has employed an additional Secondary English Language Arts (ELA) Coach to address gaps at the secondary level and support the instruction in the classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. **Root Cause:** Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 2 (Prioritized): 6.1% of students in Castleberry ISD receive gifted and talented services versus 8.1% at the state level. **Root Cause:** Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.

Problem Statement 3 (Prioritized): 47% of teachers in Castleberry ISD have 5 or less years of experience versus 34.5% at the state level (source TAPR 2020-2021). **Root Cause:** High turnover rate (CISD: 29.4% vs State: 14.3% (source TAPR 2020-2021)).

Problem Statement 4 (Prioritized): Enrollment continues to be stable and needs to increase. **Root Cause:** As the availability of affordable housing is changing fewer families are moving into the community.

Student Learning

Student Learning Summary

The 2021-2022 was the first year since 2018-2019 for the district to receive a letter grade from the state under the A-F State Accountability System.

For the 2021-2022 academic year, Castleberry ISD received a "B" (86) letter grade under the A-F State Accountability System. Under each of the three domains, the district scored : Student Achievement (80 out of 100), School Progress (90 out of 100), and Closing the Gaps (75 out of 100). Two campuses received three or more TEA Distinction Designations. Distinctions were awarded in the following areas: Joy James Academy of Leadership-Academic Achievement in English/Language Arts/Reading, Top 25%: Comparative Academic Growth, and Top 25%: Comparative Closing the Gaps; Castleberry High School-Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Postsecondary Readiness, and Top 25%: Comparative Closing the Gaps.

Under Domain One, Student Achievement, the district grade is calculated on three areas, STAAR performance (40%), College, Career, and Military Readiness (40%), and Graduation Rate (20%). The overall score in this domain was 80 versus 78 in the 2018-2019 academic year. For STAAR performance in all subject areas, the percentage of the number of students who met Approaches Grade Level or above was 67%. The percentage of students at Meets Grade Level or Above was 35%, and the percentage of students who were at the Masters Grade Level standard was 14%. The STAAR Performance Score for this area was a score of 69 out of 100.

For the CCMR area, under Domain One, the overall score was calculated at 92 versus 82 in the 2018-2019 academic year. Criteria used to calculate the domain are:

- Scores earned on AP exams
- Scores at or above the College-Ready Level on SAT, ACT, or TSIA
- Completion of a Dual-Credit Course
- Earning an Associate's Degree
- Earning an Industry-Based Certification
- Graduating with a completed IEP and workforce readiness
- Enlisting in the armed forces

The district also received a Graduation Rate Score of 80 which decreased from 85 from the 2018-2019 academic year. The state accepts the best percentage for either the Four, Five, or Six-Year Graduation rate. The Five-Year Graduation Rate of 94.4% was used to calculate the final part of Domain One along with the district's dropout rate of 1.7% as compared to the state level drop out rate of 2.4%.

Under Domain Two, School Progress, the district's score was determined using two measures: Academic Growth in Reading and Math and Relative Performance or how much progress students are making relative to similar districts. The final score based in Academic Growth for Reading and Math (73%), in Reading/ELA (76%), and Math (70%) was a 85 from a 70 in the 2018-2019 academic year. The final score of 90 was the Relative Performance Score which showed an increase from 85 in the 2018-2019 academic year. This score was based on Student Achievement (STAAR Performance and CCMR-54%) and how economically disadvantaged students (88.1%) are compared to schools with similar levels of student poverty.

Under Domain Three, Closing the Gap, CISD received an overall score of 75 which was a slight decrease from the academic year of 2018-2019 of a 77. The calculation of the score includes Grade-Level Performance (50%), Graduation Rate (10%), English Language Proficiency (10%), and CCMR (30%).

For Grade-Level Performance, 5 out of 21 targets for eligible sub-populations were met:

Student Groups - Grade Level Performance	Reading	Math
All Students	Not Met	Not Met
African-American	Met	Not Met
Asian	N/A	N/A
Hispanic	Met	Not Met

Student Groups - Grade Level Performance	Reading	Math
White	Not Met	Not Met
American Indian	N/A	N/A
Pacific Islander	N/A	N/A
Two or More Races	Not Met	N/A
Economically Disadvantaged	Met	Not Met
Emergent Bilinguals/English Learners	Met	Not Met
Students Receiving SPED services	Not Met	Not Met
Students Formerly Receiving SPED services	Met	Not Met
Continuously Enrolled	Not Met	Not Met
Non-Continuously Enrolled	Not Met	Not Met

For Graduation Rate, 3 out of 6 targets were met:

Student Groups	Graduation
All Students	Met
African-American	N/A
Asian	N/A
Hispanic	Met
White	Not Met
American Indian	N/A
Pacific Islander	N/A
Two or More Races	N/A
Economically Disadvantaged	Met
Emergent Bilinguals/English Learners	Not Met
Students Receiving Special Education Services	Not Met

For English Language Proficiency, Castleberry was at 32% with a target of 36% therefore the overall district target was not met.

For College, Career, and Military Readiness, 7 out of 7 targets were met:

Student Groups	CCMR
All Students	Met
African-American	N/A
Asian	N/A
Hispanic	Met
White	Met
American Indian	N/A
Pacific Islander	N/A
Two or More Races	N/A
Economically Disadvantaged	Met
Emergent Bilinguals/English Learners	Met
Students Receiving SPED services	N/A
Students Formerly Receiving SPED services	N/A
Continuously Enrolled	Met
Non-Continuously Enrolled	Met

Based on the A-F State Accountability System, the following is the accountability overall data summary based on 2021-2022 student testing results and CCMR indicators.

Texas Education Agency
2022 Accountability Ratings Overall Summary
CASTLEBERRY ISD (220917) - TARRANT COUNTY

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		80	B
STAAR Performance	39	69	
College, Career and Military Readiness	68	92	
Graduation Rate	94.4	80	
School Progress		90	A
Academic Growth	73	85	B
Relative Performance (Eco Dis: 88.1%)	54	90	A
Closing the Gaps	47	75	C

Distinction Designations

X Postsecondary Readiness

TEA | [School Programs](#) | [Assessment and Reporting](#) | [Performance Reporting](#)

Student Learning Strengths

For the 2021-2022 school year, the following are student academic achievement strengths:

All ELAR Strengths (Source: 2020-2021 TAPR Report, TXSchools.org 2022)

- All Reading met Target in the following student groups: African American, Hispanic, Economically Disadvantaged, and Emergent Bilinguals/English Learners
- English Language Proficiency students met or exceeded target at all elementary schools: AV Cato Elementary, Castleberry Elementary, and Joy James Academy of Leadership

- Reading STAAR scores overall have increased from both 2019 and 2021 in all three performance levels
 - 2019: 67% approaches, 38% meets, 14% masters
 - 2021: 60% approaches, 34% meets, 10% masters
 - **2022: 68% approaches, 41% meets, 17% masters**

Early Literacy Strengths (Sources: Eduphoria, CLI Engage, 2020-2021 TAPR Report)

- 88% of all Prek students showed “Developed” on literacy measures on the end-of-year CIRCLE assessment
 - 85% English students
 - 93% Emergent Bilinguals
- 79% of all Kinder students scored “meets” or “exceeds” on TX KEA end-of-year.
 - 73% English
 - 90% Emergent Bilinguals
- 79% of all 1st grade students scored “meets” or “exceeds” on TPRI (English) or Tejas Lee (Spanish) end-of-year.
 - 83% English
 - 72% Emergent Bilinguals
- Kindergarten and 1st grade teachers received 60 hours of professional development credit by attending the Texas Reading Academies
- Implemented a structured literacy approach in grades K-1 (systematic and explicit phonics)
- Early literacy coach supports teachers in meeting the unique needs of early literacy learners

Intermediate ELA Strengths (Source: 2020-2021 TAPR Report, TXSchools.org 2022)

- Overall academic growth was double digits for 4th and 5th grades comparing 2019 and 2022: 40%-55% and 75%-83% respectively
- STAAR performance for 3rd and 4th grade made double digit gains in all three performance levels comparing 2021 and 2022
- STAAR performance for 5th grade increased from 2021 to 2022 in all three performance levels with double digit gains in meets and masters
- ELAR coach supports grades 3-5 in meeting the instructional and assessments needs for intermediate grade levels

Secondary ELA Strengths (Source: Eduphoria, Source: 2020-2021 TAPR Report, TXSchools.org 2022)

- 7th Grade 2022 STAAR-highest approaches, meets, and masters percentages since the implementation of STAAR in 2012
- 8th Grade 2022 STAAR-highest approaches, meets, and masters percentages since 2016
- An additional Secondary ELAR Coach was added to meet the instructional and assessment needs at the secondary level

Elementary Math Strengths (Source: 2020-2021 TAPR Report, TXSchools.org 2022)

3rd Grade:

- Economically Disadvantaged outperformed all students in masters
- Hispanic outperformed all students in masters
- White outperformed all students in approaches and meets
- Emergent Bilingual outperformed all students in approaches, meets, and masters
- All students increased 23 percentage points in approaches, 20 percentage points in meets, and 6 percentage points in masters
- Economically Disadvantaged increased 26 percentage points in approaches, 20 percentage points in meets, and 7 percentage points in masters
- Hispanic increased 21 percentage points in approaches, 17 percentage points in meets, and 5 percentage points in masters
- White increased 30 percentage points in approaches, 29 percentage points in meets, and 2 percentage points in masters
- SPED increased 8 percentage points in approaches and 6 percentage points in meets
- Emergent Bilingual increased 23 percentage points in approaches, 23 percentage points in meets, and 10 percentage points in masters

4th Grade:

- Economically Disadvantaged outperformed all students in meets
- White outperformed all students in approaches, meets, and masters
- All students increased 18 percentage points in approaches, 11 percentage points in meets, and 9 percentage points in masters
- Economically Disadvantaged increased 15 percentage points in approaches, 12 percentage points in meets, and 9 percentage points in masters
- Hispanic increased 17 percentage points in approaches, 10 percentage points in meets, and 7 percentage points in masters
- White increased 11 percentage points in approaches, 15 percentage points in meets, and 18 percentage points in masters
- Emergent Bilinguals increased 16 percentage points in approaches, 10 percentage points in meets, and 7 percentage points in masters
- SPED increased 20 percentage points in approaches, 3 percentage points in meets, and 3 percentage points in masters

5th Grade:

- Economically Disadvantaged outperformed all students in approaches, meets, and masters
- Hispanic outperformed all students in meets and masters
- White outperformed all students in approaches and masters
- Emergent Bilingual outperformed all students in approaches, meets, and masters
- All students increased 7 percentage points in meets and 6 percentage points in masters
- Economically Disadvantaged increased 3 percentage points in approaches, 11 points in meets, and 6 percentage points in masters
- Hispanic increased 1 percentage point in approaches, 10 percentage points in meets, and 6 percentage points in masters
- White increased 2 percentage points in approaches
- Emergent Bilinguals increased 20 percentage points in meets and 13 percentage points in masters
- SPED increased 3 percentage points in meets and 1 point in masters

Secondary Math Strengths (Source: Source: 2020-2021 TAPR Report, TXSchools.org 2022)

6th Grade:

- 6th grade overall, economically disadvantaged, Hispanic, White, Emergent Bilingual, and Special Education showed increases in approaches
- 6th grade Special Education increased in approaches from 17 percentage points to 40 percentage points
- 6th grade had a 16 percentage points gain in students making a year of academic progress

7th Grade:

- 7th grade overall scores increased in approaches, meets, and masters for a 5 point component score increase
- 7th grade Emergent Bilingual increased in approaches from 18% to 39%
- 7th grade had a 47 percentage points gain in students making a year of academic progress

8th Grade:

- 8th grade overall scores increased 18 percentage points in approaches, 10 percentage points in meets, and 2 percentage points in masters
- 8th grade Special Education increased from 5% approaches, 0% meets, to 24% approaches, 7% meets
- 8th grade had a 20 percentage point gain in students making a year of academic progress

Algebra 1:

- Algebra 1 went from 55% to 82% in approaches
- Algebra 1 had a 34 percentage point gain in students making a year of academic progress
- Algebra 1 Special Education increase from 22% approaches and 7% meets, to 65% approaches and 15%

Elementary Science Learning Strengths (Source: 2020-2021 TAPR Report, TXSchools.org 2022)

Based on Science STAAR score comparisons from 2021-2022 and 2018-2019:

- Overall approaches score increased from 48% in 2021 to 56% in 2022
- 5.6B (Circuits) in 5th grade increased from 44% in 2021 to 75% in 2022
- 5.6C (Behavior of Light) in 5th grade increased from 44% in 2021 to 67% in 2022
- 5.6D (Force and Motion) in 5th grade increased from 33% in 2021 to 58% in 2022

Based on Comparisons from the 2020-2021 TAPR Report:

- Students coded in the white subpopulation category increased in approaches from 70% in 2019 to 72% in 2022
- Students coded in the white subpopulation category increased in masters from 24% in 2019 to 25% in 2022
- Students coded in the Hispanic subpopulation category increased in masters from 11% in 2019, to 2% in 2021, and back to 11% in 2022
- Students coded as SPED increased in approaches from 26% in 2019 to 31% in 2022
- Students coded as Emergent Bilingual, 1 year monitoring, and 2 year monitoring (combined) increased in approaches from 57% in 2019 to 63% in 2022
- Students coded as Emergent Bilingual, 1 year monitoring, and 2 year monitoring (combined) increased in masters from 9% in 2019 to 16% in 2022

Based on work products and informal observations:

- Students are participating in hands-on, inquiry based learning experiences
- CISD is leveraging Tier 1 instruction and acceleration programs to meet student needs
- Teachers regularly participated in collaboration with TLI staff to monitor and adjust instruction to meet student needs

Secondary Science Learning Strengths (Sources: Eduphoria, 2020-2021 TAPR Report, TXSchools.org 2022)

Based on Science STAAR score comparisons from 2021-2022:

- 8.5A (Atomic Structure) in 8th grade grew by 28%
- 8.6C (Newton's Laws) in 8th grade grew by 17%
- 8.8A (Universe Components) in 8th grade grew by 14%
- B.4B (Cellular Processes) Biology EOC grew by 23%
- B.4C (Viruses) Biology EOC grew by 21%
- B.8B and C (Classification and Taxonomy) Biology EOC grew by 22%
- B.12D (Biochemical Cycles) Biology EOC grew by 22%

Based on Comparisons from the 2020-2021 TAPR Report:

- Scores for Hispanics increased on 8th grade STAAR
- Scores for Hispanics, African Americans, and Whites increased on Biology EOC
- Scores for Economically Disadvantaged increased in both 8th grade STAAR and Biology EOC
- Scores for Emergent Bilinguals/EB increased in both 8th grade STAAR and Biology EOC
- Overall scores for both 8th grade STAAR and Biology EOC increased

Based on work products and informal observations:

- Teacher quality and retention has increased in core areas of Science
- Students are participating in hands-on, inquiry based learning experiences
- Student engagement and participation was high in Saturday school and summer learning opportunities
- CISD is leveraging Tier 1 instruction and acceleration programs to meet student needs
- Provision of a rigorous STEM program to respond to students' needs

Social Studies Strengths (Sources: Eduphoria, 2020-2021 TAPR Report, TxSchools.gov)

Based on STAAR score comparisons from 2021 and 2022

- With the 8th grade STAAR, EB students increased 8%
- With 8th grade STAAR, SpEd students increased by 13%
- With Summer administration with US History End Of Course increased 20% in meets
- REACH HS saw growth with an increase of 12% approaches, 13% meets, and 40% masters
- 8th grade increased at each level in subpopulations of white and economically disadvantaged

Based on work product and informal observations

- Strong ELA collaboration and connections to support cross curricular alignment and building of context
- Utilization of language support embedded on all summative assessments
- Teachers are being diligent to formatively assess students in their classes and intervening quicker
- Teachers are embracing the need to embed the new STAAR item types so students will be prepared and successful

Advanced Academics/CCMR Learning Strengths (Sources: Skyward, OnData Suite, College Board, College Registrars, and Parent Engagement Reports)

Based on College Registrar reports

- 10 students* took advantage of Dual Credit courses through Tarrant County College (TCC)
 - 8 Seniors enrolled in British Literature 1 and 2
 - 8 Seniors enrolled in Government
 - 8 Seniors enrolled in Economics
- Enrolled college credits: 368 college credit hours (TCC, TSTC, UT OnRamps)
- 140 students enrolled* in dual enrollment OnRamps courses through the University of Texas in Austin, with 72.5 percent students' credit on their UT Transcript. *Enrolled students include those taking more than one OnRamps course.
- 399 enrolled students* took the opportunity to take dual credit/enrollment courses at CHS. Enrolled students include those taking more than one TCC, OnRamps course.

Based on College Board reports

- 95 Advanced Placement enrolled students-Enrolled students include those taking more than one AP course

Based on OnData Suite reports

- Of this year's Senior class, 54% of the students successfully completed AT LEAST ONE Advanced Academics course while at Castleberry High School or REACH.

Based on Parent Engagement reports

- Increased awareness with parents about the benefits of Advanced Academic programs and explanations on how these programs can help their child connect with colleges and universities and provide post-secondary readiness
- Family connection meetings, event flyers, CISD website, Twitter, district callouts and text messages were sent to communicate with parents about advanced academic programs
- Meetings were held virtually with parents for OnRamps, TCC, and Advanced Placement
- Website updates of College, Career, and Military Readiness

College Readiness Assessments (Sources: College Board, OnData Suite, CCMR Tracker)

Based on College Board reports

- Provided opportunities for our students to be exposed to College Board assessments beginning in the 8th grade
- 430 10th/11th grade students participated in the PSAT/NMSQT test in November of 2021
- 249 9th grade students participated in the PSAT assessment given in October of 2021
- 239 8th grade students participated in the PSAT assessment given in October of 2021
- 186 11th grade students participated in the SAT school day administration in March of 2022
- 91 12th grade students participated in TSIA assessment in 2021-2022 school year

Based on reports from OnData Suite and the CCMR Tracker

- CHS College Fair was provided in-person with over 100 colleges and universities providing information to students and parents
- Students who have shared their College scholarship awards for the class of 2022 have been offered \$2,601,178 in university, private, and local based scholarships

Career and Technical Education (CTE) Strengths (Source: Skyward)

Based on Skyward reports

- Continual Coordination of Dual Credit pathways for CTE students to take advanced technical courses with Texas State Technical College for their Business Education program and Graphic Design program.
 - 2 students finished the Accounting and Bookkeeping Program with TSTC
 - 2 students finished the Graphic Design program with TSTC
 - 2 students received 6 hours in Accounting II and Financial Analysis
 - 4 students received 6 hours in Business Spreadsheets and Accounting I
 - 8 students received 6 hours in Graphic Design I
 - A dual credit articulation with TSTC is was formed for Construction and Culinary
- Industry Based Certifications awarded
 - Microsoft Office Specialist (MOS) (Word) - 89 certifications
 - National Center for Construction Education and Research (NCCER) Core Curriculum - 39 certifications
 - National Healthcare Association Certified Billing and Coding Specialist (CBCS) - 4 certifications
 - National Healthcare Association Patient Care Technician (PCT) - 12 certifications
- Emergent Bilingual students met the English Language Proficiency Status target of 36% at the district level

Special Education Strengths (Source: Eduphoria)

Larger numbers of Special Education students were successful on the Reading STAAR in the midst of a pandemic.

- Growth was seen in the approaches category in 3rd Reading, 4th Reading, 5th Reading, 7th Reading, 8th Reading, and on the English II EOC
- Double digit gains were seen in the approaches category for 5th and 7th grade Math

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Nearly half of our students are leaving primary grades below grade level in writing. **Root Cause:** This is due to students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.

Problem Statement 2 (Prioritized): English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average. **Root Cause:** The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and

writing process.

Problem Statement 3 (Prioritized): Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 4 (Prioritized): Math STAAR has increased in all three performance levels as compared to 2021 but falls below the state performance average. **Root Cause:** Inconsistencies in guiding documents related to clarity, vertical alignment, and aligned resources.

Problem Statement 5 (Prioritized): Only 29% of all students are achieving Meets and Masters in Math missing the target of 44% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

Problem Statement 6 (Prioritized): Science STAAR decreased in Approaches and Meets as compared to 2021 and falls below the state performance average. **Root Cause:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

Problem Statement 7 (Prioritized): Social Studies STAAR for 8th grade consistently underperformed for 2 years and scored 41% as compared to the state average of 59% in 2022. **Root Cause:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

Problem Statement 8 (Prioritized): Emergent Bilinguals (EBs) at the secondary level did not meet the English Language Proficiency target of 36 in Domain 3. **Root Cause:** The rigor and content of TELPAS is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Problem Statement 9 (Prioritized): Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II. **Root Cause:** Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

Problem Statement 10 (Prioritized): 78% of high school students 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.

Problem Statement 11 (Prioritized): 4% 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.

District Processes & Programs

District Processes & Programs Summary

Personnel

Although Castleberry ISD is one of the smallest districts in Tarrant County, the district continues to strive to maintain competitiveness in salaries within the region. At the beginning of the 2022-2023 school year, CISD staff consisted of 608 employees including: 272 teachers, 96 auxiliary and child nutrition staff members, 14 counselors and social workers, 5 librarians, 5 nurses, 71 instructional aides, 49 paraprofessionals, 55 specialists, 10 academic coaches, and 34 administrators. The Board of Education consists of seven elected members who serve three-year terms of office.

All teachers and instructional aides are highly qualified and meet state standards or higher. CISD recruits teachers in all content areas. Bilingual teachers serve 602 dual language students in CISD. The district recruits from many universities including: Texas Christian University, University of Texas at Arlington, University of Texas at Brownsville, Tarleton State University, Texas Tech University, University of North Texas, Lubbock Christian, and Texas Wesleyan University. The district has provided a salary that is in the highest in the region for first year teachers for 2022-2023. A first-year teacher in Castleberry ISD currently starts at \$60,890.

CISD's retention efforts include providing competitive salaries and increasing teacher rewards and recognitions. All teachers new to Castleberry ISD participate in professional learning that meets teachers at their level of proficiency and is intended to grow and expand their capacity. New teachers go through a series of professional learning activities for several days before all teachers report to their assignment to teach.

Teachers will continue professional learning days throughout the school year to engage in a continued learning and growth model. In addition, the district has designed campus schedules that will make time available for teachers to engage in Professional Learning Communities (PLCs) on a daily basis during the scheduled school day.

Curricular

Castleberry ISD in cooperation with the Texas Curriculum Management Audit Center and the Texas Association of School Administrators conducted a curriculum audit in the Spring of 2016 along with a comprehensive bilingual program audit conducted by The Gomez and Gomez Dual Language Consultants LLC. The audit conducted in the Spring of 2016 was followed up with an intensive curriculum audit training for staff members identified to organize and lead a five-year curriculum plan. In addition to the curriculum audit, the district initiated an ELL compliance audit in the summer of 2017. The audit was followed up with the development of an English Learners Handbook (EL) handbook and a professional development plan. This handbook and the professional development plan are revised annually to update information based on data and policies.

The five-year curriculum plan provides a timeline for the development of guiding documents for each subject offered in the district. Upon completion of writing the guiding documents and after one year of implementation, the guiding documents are reviewed by teachers and members of the teaching, learning, and innovation staff for deep alignment based on the previous year's summative assessments. Due to COVID-19, the five-year curriculum plan has been slightly adjusted to account for a curriculum that could not be developed collaboratively during the county-mandated quarantine. The next five-year phase of the curriculum plan and timeline is currently under development and will be completed by the end of the 2022-2023 school year.

Instructional

The main goal of instruction currently is to effectively and efficiently respond to learning loss through acceleration. Even though during the 2021-2022 school year the district made gains, STAAR data still indicates continued learning gaps in some areas across the state and within our district specifically elementary math and secondary ELA. In order to continue addressing learning loss, the district is continuing implementation of numerous strategies and programs: House Bill 4545, Accelerated Learning, instructional leadership providing classroom support and monitoring, and Professional Learning Communities. In order to address learning gaps as denoted by STAAR, the district is continuing its second year of implementation of House Bill 4545 which provides for thirty hours of high impact tutoring in small group throughout the year. This is being accomplished through maximizing learning time and scheduling at all levels. Each campus has designed a tutoring program based on its unique needs to support students who did not pass a STAAR test or End Of Course (EOC) exam. Student progress will be monitored using measurable goals and objectives by highly qualified teachers. For each STAAR subject or EOC a student did not pass, during school, afterschool and Saturday school tutoring is provided. Secondly, Saturday and summer school accelerated learning opportunities are implemented to provide a jump start for learning for all students in our district.

This summer, the district lead a book study, *Leadershift* during the 2022 ALT Retreat for all district and campus leaders. This book emphasized the importance of a growth mindset mentality and having the ability to "shift" in order to continually improve. With new initiatives and mandates including the new STAAR assessment, leaders now more than ever need to think differently about

how to best support our students with their academic success.

In 2021, the book study, ***Learning in the Fast Lane***, was implemented for all administrators, coordinators, campus academic leaders, directors and executive directors at the ALT Retreat. The book study included developing *lookfors* in classrooms as we moved into implementation. The plan of action includes creating standards walls, success starters, effective use of feedback and assessments, vocabulary development by use of TIP charts, and scaffolding student understanding and learning. Since the district made gains in many areas, this initiative will continue.

Next, campus and district leadership will engage in walk-throughs to provide feedback on instruction for teachers focusing on campus goals and Accelerated Learning. The look fors which were developed at the 2021 ALT Retreat will be used as a framework to provide feedback to teachers and monitor teacher growth in Accelerated Learning.

Lastly, Professional Learning Communities will continue to answer the four questions of learning: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? and How will we extend the learning for students who are already proficient? Each PLC will focus on these questions and focus on the interactions between students, teachers, and content to determine learning outcomes. During the 2022 ALT Retreat, professional learning on ***PLC Reboot*** was presented with expectations of implementing the reboot and training at each campus.

Ongoing progress monitoring each nine weeks will continue by campus with Teaching, Learning, and Innovation. District created unit assessments, benchmark and reading inventories/progress monitoring assessments are used to monitor and adjust teaching and learning outcomes. Campus and district administration work collaboratively on this day to triangulate the written, taught, and tested curriculum, so all students have equal access to a viable curriculum that meets the needs of Castleberry's diverse student population. Teaching, Learning, and Innovation will continue to provide support to all campuses during PLCs, direct one-on-one support with teachers, and professional learning opportunities.

A district calendar of testing dates is provided by Teaching, Learning, and Innovation to all educators. Student achievement will be assessed throughout the year using teacher-created formative assessments, district created unit assessments, benchmarks, reading inventories/progress monitoring, and college entrance exams such as TSI, SAT, and ACT.

The district's goal of mitigating learning loss through acceleration and tight Tier I curriculum and instruction alignment, actively monitoring learning outcomes, and building strong, effective PLCs are the cornerstones of CISD's strong instructional best practices.

Programs and Services

Technology

Each year, students, teachers, administrators, and parents at Castleberry ISD take the BrightBytes survey to assess the district's current digital learning approaches and technologies available to students.

The survey results indicate teachers and students continue to raise the rigor of lessons through the use of technology to deliver instruction. Highlights of the survey showed that 92% of teachers utilized Canvas Learning Management System (LMS) on a weekly basis, and 81% of teachers created online instructional activities. In addition, 63% of students recorded that they created digital products weekly, compared to only 28% in the 2021-2022 school year. Although both teachers and students indicated that online instruction was utilized, one area of growth is to increase opportunities for students to interact virtually with experts in the online learning environment. A couple of strategies that can be game changers in this area are to integrate flipped instructional strategies and for content coaches and innovation leaders to model the use of new technologies.

In looking at teacher and student access to technology at school as well as home, CISD continues to score near perfect with 96% of students and 99% of staff indicating that they have a school issued device to complete tasks. Additionally, the CISD Connected Learning Program has now been extended to include all students from Pre-k to 12th grade in the 1-to-1 program. iPads are provided for all Pre-K-K students, Chromebooks for 1st-8th grades, and Windows notebooks for 9th-12th grades. Thanks to the completion of the Digital Equity 4 All Program, 96% of students indicated that they can access the Internet at home on their school device. This program will continue to expand ensuring that 100% of students will be able to access the Internet at home to continue learning beyond the classroom.

In the area of technology skills, teachers and students continue to indicate that they feel comfortable participating in an online learning environment. Furthermore, in the area of digital citizenship skills, teachers (86%), parents (87%), and students (65%) responded that students treat each other respectfully online. However, as an area needing growth, 41% of students do not read or write online outside of school. Two strategies that can be utilized to help increase in this area are including real world applications to lesson activities, and offering students choice in showcasing their learning.

The section of the survey that continues to score extremely high is the support section. Ninety-eight percent of students indicated that they have access to technical support when needed, compared

to 100% of teachers. Furthermore, 97% of teachers felt supported when technology problems disrupted instruction. Also in the area of support, 99% of teachers feel supported by campus and district leadership to try new teaching strategies using technology. A game changer that will continue to be a focus for the coming year is to find ways to reward teachers who take risks in using technology.

Finally, in the section of the survey that measures social and emotional learning, 83% of students feel safe while learning online with 89% of parents indicating that their child feels safe learning online. 98% of the teachers surveyed indicated that they feel safe facilitating online learning. Another strength in the SEL section was student engagement. Teachers feel that students are more engaged when using technology in learning activities and 71% of students say that they pay more attention when using technology for learning. As per survey results, preparing students to finish tough tasks needs some improvement. Of those surveyed, 51% of students indicated that it was difficult for them to complete tasks that are hard for them. One game changer in this area is to create instructional environments allowing students to succeed both academically and socially.

As CISD continues to grow in teaching and learning, the Modern Learning BrightBytes survey provides the district with a quick snapshot of where we are and how we can continue to grow as we strive for excellence in all areas: instruction, technology skills, access to technology, social and emotional learning, and support. To see a visual representation of the survey results, view the Technology Evaluation 2021-2022 (Modern Learning BrightBytes Survey Results) located in the Plan Addendum.

District Processes & Programs Strengths

District Programming Strengths

Castleberry ISD students attend three elementary schools, one middle school, one high school, and two alternative learning campuses. REACH High School offers students an opportunity to earn high school credit at a pace which is flexible with students' schedules and specific needs. In addition, Castleberry High School has partnered with the University of Texas of the Permian Basin, University of Texas at Austin, and Tarrant County College-Trinity River Campus to offer dual credit/enrollment courses in order for students to have the opportunity to earn credits towards an Associate's Degree prior to high school graduation.

Staff members use the practice of Professional Learning Communities (PLCs) to build a culture of collaboration, growth mindset, and becoming a life-long learner to enhance the district's student-centered philosophy. Core area teachers meet each day during the school day to collaborate on topics such as student success rate, disaggregation of data, research-based instructional strategies, as well as participate in job-embedded professional learning opportunities. Principals, Curriculum Academic Leaders (CALs), and Assistant Principals participate in district-level PLCs once a month as a collective group in order to bolster the culture of collaboration across the district.

The District Education Improvement Committee (DEIC) is composed of district/campus administrators, professional staff, parents, community members and business representatives from all three communities (River Oaks, Sansom Park, and Fort Worth) in which Castleberry ISD serves. The DEIC assists the Board of Education in establishing and reviewing items such as the following: the school calendar, the budget process, dropout prevention, professional learning, student handbook and code of conduct, and the goals and objectives from the district's strategic plan.

Instructional and Curricular Strengths

- Alignment of District and Campus Improvement Plan goals
- Implementation of Professional Learning Communities
- Curriculum deep alignment meetings with teachers and central office administration
- Implementation of student, staff, and district advisory committees
- Differentiated professional learning opportunities
- Expanding participation and course offerings in the district's dual courses program
- Providing equitable access to transformational learning experiences enabled by technology
- Creation and implementation of a five year Curriculum Management Plan with an ongoing continuous cycle of improvement based on data and stakeholder input
- Creation of an assessment calendar providing opportunities for earlier interventions
- Year one through four of the five year curriculum plan has been updated and completed. In addition, year five curriculum writing began during the summer of 2022. The plan for the next 5-year phase will be completed by the end of the 2022-2023 school year.

The district has also implemented progress monitor days throughout the school year where each campus presents unit assessment, CBA, and benchmark data to Teaching, Learning, and

Innovation and Superintendent. The campuses receive reflective feedback for collaboration on action plans.

- An Emerging Bilingual Handbook has been created and will be updated each year to ensure strong procedures and processes are in place to identify and support EBs. The handbook provides clear guidelines for training, assessment, identification, ongoing support, meeting requirements, and exit procedures.
- In addition, Writing to Learn continues to be a district initiative for the 2022-2023 school year. All campuses are incorporating Writing to Learn activities in all subject areas with an emphasis on short constructed responses (SCR).
- Goals have been set for student progress on Assessing Math Concepts (AMC) benchmarks and will be supported with resources to develop numeracy.
- Standards-based report cards were rolled out in the 2017-2018 school year to first graders and continued in second grade during the 2018-2019 school year. For the 2022-2023 school year, the standards-based report cards will be updated with the latest research in reading and implementation of new TEKS. In addition, kindergarten, first, and second grade teachers will meet throughout the school year to make recommendations for possible adjustments to the standards-based report cards for the upcoming academic years.

Technology

Over the last nine years, Castleberry has successfully implemented a one-to-one technology initiative for students in grades pre-kindergarten through twelve. Currently, All Prek through 1st grade are issued an iPad and all 2nd-8th grade students are issued a Chromebook to use both at school and at home. Likewise, all 9th-12th grade students are issued a notebook computer upon enrolling. It is the expectation that teachers and students will use these technology tools to transform teaching and learning from the old "factory" model of learning to one that is personalized for our students' unique talents and which empowers them to be communicators, creators, critical thinkers, and collaborators in our new diverse global society.

Students' everyday experiences are seamlessly interwoven with digital devices and instant communication. According to a national Pew survey, 95% of students regularly use the Internet. Teachers are aware of this trend; therefore, in order to meet students "where they are," technology instruction is integrated in every subject area. Given this, a modern curriculum must purposefully include incremental technology-enriched skill acquisition. However, the design of every effective curriculum begins by considering the unique needs of the learners. Although students are comfortable tweeting and surfing the web, they still need support to use technology for productivity tasks such as creating spreadsheets and sending professional emails. Being aware of students' skill profiles with technology can greatly inform the development of a cohesive, integrated curriculum that allows students to build the technology skill sets necessary for college and career.

To ensure that students have the opportunity to continue learning once they leave the classroom, students must be able to access the Internet on their school issued devices. In early 2017, Castleberry ISD began to look at solutions to "bridge the divide" by offering a filtered home Internet connection to all CISD students. This solution would provide safe and secure access to online educational resources at no additional cost to the student. Construction on Tower 1, located in the center of the district, began in late 2017 with the first WiFi routers issued to students in late spring of 2018. One year later, Tower 2 was installed on the north side of the district. The project was completed in March 2020 after Tower 3 was provisioned. The completion of this project provided a seamless transition to remote learning in March of 2020 due to the COVID-19 pandemic.

For eight years, Castleberry students, teachers, and parents have participated in a technology survey provided by Clarity BrightBytes for the purpose of identifying district technology strengths and areas of need in the district. In the summer of 2020, the survey was updated to the Modern Learning BrightBytes Survey and included a new section on social and emotional learning. **The strengths indicated on the surveys are described below:**

- Ninety-seven percent of students indicated that they can access the Internet at home for learning.
- Ninety-eight percent of students agreed that there are people at school that can help them with their device when needed.
- Eighty-one percent of students found it easy to post videos and photos online.
- Eighty-two percent of students are asked to collaborate online with classmates at least monthly.
- Eighty-three percent of students feel safe when working online.
- Eighty-seven of students feel comfortable reporting bullying to their teacher or an adult at school.
- Eighty-one percent of students know what people may be feeling by the look on their face.
- Seventy-eight percent of students know when someone needs help.
- Eighty-one percent of teachers say they create online instructional activities

- Ninety-seven percent of teachers reported they could get devices for their students when needed.
- Ninety-seven percent of teachers rate the quality of tech support for problems disrupting instruction as average or above average.
- Ninety-four percent of teachers rate the quality of computer devices at average or above average.
- Eighty percent of teachers feel recognized for using technology in their teaching.
- Ninety-six percent of teachers feel encouraged to try new things with technology.
- Eighty-nine percent of teachers report that technology is discussed during evaluations.
- Ninety-one percent of teachers have students use a device for learning daily.
- Eighty-nine percent of teachers facilitate online learning for students.
- Eighty-six percent of teachers feel that students treat each other respectfully during online learning.
- Seventy-seven percent of teachers believe that learning is more engaging when using technology.
- Ninety-eight percent of parents indicated that their child has access to a device to complete required schoolwork.
- Ninety-two percent of parents encourage their child to set aside time to complete schoolwork each day.
- Ninety-two percent of parents indicated that their child's school cares about its students and their families
- Eighty-seven percent of parents agree that students treat each other with respect when working together.

Staff Quality, Recruitment, and Retention Strengths

All staff salaries are reviewed annually in order to be competitive and to obtain the best staff in all subject areas district-wide. In addition, the district awards longevity stipends to employees. Stipends are awarded to staff members who have completed years of service to the district in 3, 5 and 10 year increments. The district acknowledges that all staff are vital and serve a critical role in the educational organization. Therefore, CISD celebrates staff members on a regular basis through school board recognition.

Central office administrators also attend campus activities to recognize staff at end of year celebrations at each campus, honoring employees as the school year concludes. In 2017-2018, the Board of Education approved the Staff Attendance Plan. The stipend plan has been implemented to recruit and retain quality teachers and para-educators (who require a sub during their absence) by awarding them \$100 for every nine weeks they have perfect attendance with an additional \$100 if they have perfect attendance for the entire school year.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance has dropped below the 95% budget threshold. **Root Cause:** There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

Problem Statement 2 (Prioritized): Student attendance has dropped below the 95% budget threshold. **Root Cause:** Parents do not understand the importance of regular school attendance.

Problem Statement 3 (Prioritized): Although we began the 2022-2023 school year with all content teachers hired, we are still attempting to fill special education teacher and instructional aide vacancies (2 special education teachers, 4 special education instructional aides, 1 LSSP) and have experienced little to no qualified applicants for these positions. **Root Cause:** We did not anticipate the number of resignations in special education; nor did we anticipate the low number of qualified candidates accurately. Also, a lack of automated systems and integrated processes in HR increased hiring and onboarding wait time for qualified candidates, resulting in some taking jobs in other competitive school districts.

Problem Statement 4 (Prioritized): Results of the Modern Learning BrightBytes Survey showed 46% of students indicated that topics such as acting respectfully online were not taught at least weekly. **Root Cause:** Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

Problem Statement 5 (Prioritized): Results of the Modern Learning BrightBytes Survey indicated that 3% of 3rd through 12th grade students do not have WiFi connectivity at home. **Root Cause:** The district is currently 88% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

Problem Statement 6 (Prioritized): Results of the Modern Learning BrightBytes Survey showed that 61% of teachers never ask their students to virtually engage with experts. **Root Cause:** Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

Problem Statement 7 (Prioritized): Results of the Modern Learning BrightBytes Survey indicated that 51% of students find it difficult to finish tasks that are hard. **Root Cause:** Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

Problem Statement 8 (Prioritized): There has not been an efficient system for tracking parent and family engagement. **Root Cause:** It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

Problem Statement 9 (Prioritized): Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district. **Root Cause:** New staff are trained during initial employee orientation, but are not reinforced.

Problem Statement 10 (Prioritized): Success of parent involvement events was measured by attendance rather than outcomes. **Root Cause:** Lack of defined criteria for a successful parent involvement and engagement events.

Problem Statement 11 (Prioritized): Many parents are unable to attend parent/family engagement events in the evening. **Root Cause:** Parents have work or other obligations that conflict with evening events.

Problem Statement 12 (Prioritized): There is limited parent feedback data available regarding district-level family engagement events. **Root Cause:** Parent and family engagement is not specifically addressed in a district wide survey.

Problem Statement 13 (Prioritized): When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 14 (Prioritized): There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 15 (Prioritized): There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. **Root Cause:** Staff have not been trained on REAL Family Engagement.

Problem Statement 16 (Prioritized): Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 30% in 2021-2022 to 20% in 2022-2023, this leaves us with an 80% retention rate. **Root Cause:** National data indicates that supporting educators through SEL and PD is important for schools and districts to retain quality teachers. Only new teachers received climate surveys to fill out in 21-22, creating a missed opportunity to measure teacher morale and staff climate.

Problem Statement 17 (Prioritized): Unassigned fund balance did not have 75 days of operating expenses. **Root Cause:** Committed fund balance was higher than needed.

Problem Statement 18 (Prioritized): 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 19 (Prioritized): Exterior doors being left open. **Root Cause:** Propping Doors Open

Perceptions

Perceptions Summary

Castleberry ISD (CISD) understands the importance of the role that students, parents, staff, and our community share in the success of our district. The district collects data through district and campus committees, planning teams and surveys to gauge community perceptions. Castleberry ISD is proactive in developing community engagement programs to help our stakeholders have a deeper understanding of our district. It is a priority of CISD to maintain transparency and open dialogue with students, parents, staff and community in order to gain valuable insight as well as share information between the district and our stakeholders.

Castleberry ISD works hard at both the district and campus level to engage family and community in all aspects of the education process. Examples include our extensive extracurricular activities athletics and fine arts, family nights at the elementary schools, college and career planning at secondary schools, various district committees, and open houses at all campuses. CISD encourages a community of leaders who collaborate, value the collective intelligence of each member, and focus on advancing student outcomes. Leadership development opportunities exist from central office and on campus as teachers take on roles of team leaders and committee chairpersons, which provide a supportive foundation for continuous improvement.

CISD strives to create a positive school culture for the purpose of establishing trust between district stakeholders. The environment of a school, or its culture, greatly effects teachers' day-to-day experiences in the profession and also has a significant impact on student achievement.

Surveys are conducted throughout the year to assess school culture and climate. The data from the surveys are utilized to assess positive aspects of culture which should be reinforced, as well as, negative and harmful aspects of culture which need to be addressed and changed.

Surveys conducted in 2021-2022 included:

- Employee Exit Survey
- New Teacher Staff Perception Surveys
- Parent and Community Surveys
- BrightBytes Technology Survey with input from Students, Teachers, and Parents

In order to bring about change in climate and culture, the mindsets of *all* stakeholders must change. To support this process, a book study of the *Innovator's Mindset* by George Couros was organized during the 2017 Administrative Leadership Retreat. According to Couros, innovation is defined as changing for the purpose of creating something new or better with the goal of improving student achievement. To attain this mindset of changing for the better, reorganization of district administration occurred to help improve collaboration among technology and curriculum staff within the organization. This reorganization was established to bring about a cohesive instructional culture with a shared vision.

The 2018 summer Administrator Leadership Retreat provided administrators a roadmap for continuing next steps in school improvement by examining their individual campus culture following guidelines provided in Robert Marzano's *Handbook for High Reliability Schools*. Campus leaders were tasked with taking an honest and transparent look at the state of their campus along with identifying the campus high reliability level to determine priorities and direction for the year based on unique needs of their campus. The 2018-2019 District and Campus Improvement Plans outline performance objectives and strategies to be implemented in order to attain the appropriate level of high reliability outcomes.

The 2019 summer Administrator Leadership Retreat included a book study on *The Will to Lead; the Skill to Teach* by Anthony Muhammad and Sharroky Hollie. The book outlines the importance of educators becoming leaders of will within their school culture along with the skill to use responsive instruction to ensure all students learn at high levels. The ongoing professional learning during the year is focused on moving to a high-will culture where leaders invest in the success of his or her staff. In a healthy culture, this happens at all levels - from administrators at the district level to individual teachers at the classroom level. Good leaders provide those they lead with formative feedback and allocate resources to help them improve, such as instructional coaching for struggling teachers or mentors for new administrators. If leaders adopt this outlook, frustration and stress will go down. People will feel more satisfied. This positively affects overall culture, moving the school from toxic to healthy from low-will to high-will.

During the 2020 Administrator Leadership Retreat, the focus was on creating a safe Reentry Plan for both staff working on campus and students who will be attending either remotely or in-person. The TLI staff developed an Instructional Continuity Plan that is conducive for students who choose to learn either in-person or remotely. Effective online and face-to-face professional learning was provided for educators to ensure a smooth reentry to the school year thus setting the stage for a positive and strong start to the 2020-2021 school year.

The 2021 Administrator Leadership Team Retreat focused on learning loss due to Covid with a book study. The book which was read by all participants was *Learning in the Fast Lane* by Suzy

Pepper Rollins. Too often, students who fail a grade or a course receive remediation that ends up widening rather than closing achievement gaps.

In *Learning in the Fast Lane*, Rollins lays out a plan of action that teachers can use to immediately move under-performing students in the right direction and differentiate instruction for all learners—even those who excel academically.

The study focused on high-impact, research-based instructional approaches:

- Make standards and learning goals explicit to students.
- Increase students' vocabulary—a key to their academic success.
- Build students' motivation and self-efficacy so that they become active, optimistic participants in class.
- Provide rich, timely feedback that enables students to improve when it counts.
- Address skill and knowledge gaps within the context of new learning.

Continuing the focus on the instructional approaches above, for the 2022-2023 school year the book study of *Leadshift* by John Maxwell helps staff to understand the pivotal role of shifting through change and the importance of moving forward-fast. During the ALT retreat a comprehensive book study was conducted as well as being more mindful of working together for the betterment of our students. Professional learning on REAL family engagement was conducted to ensure families and the community are involved in the academic and behavioral needs of our students to support their success. A shift in community, business, and family partnerships is a big priority for the 2022-2023 school year.

Creating a Safe and Secure Culture

In order for students, staff, parents, and community to perceive the school environment as safe and orderly, the following rules and procedures have been established and communicated.

- For the safety of all students and staff members, the district's Police Department consists of six police officers who are fully commissioned and have the same authority and jurisdiction as those in other law enforcement agencies. The district has also employed two full time safety monitors at Castleberry High School and Irma Marsh Middle School. If incidents happen at school or school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request the assistance of the Castleberry ISD Police Department in instances of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol or weapons violations, and fighting or physical violence. The department also consists of a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and the intrusion and fire alarm systems.
- School closings and/or delayed opening information is communicated through local television and radio station broadcasts and websites. Related information is also sent out through district call-outs and text messages and is available on the District's website.
- Safety drills include fire, tornado, evacuation, school bus evacuation, lock down, and shelter in-place drills. All drills are evaluated each time for accuracy & efficiency. Duress and lock down buttons are tested each month to coincide with the drills to ensure all equipment is properly working.
- CISD supports the use of video cameras for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.
- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. In order to support that commitment, Castleberry ISD has implemented a lock door policy at all times for all exterior & interior classroom doors. In addition, Castleberry ISD has equipped all campuses with an identification system to help protect the students and staff. Positive Proof is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.
- The CISD Standard Response Protocol, Emergency Operations Plan (EOP), and Active Threat Annex that outlines the District's approach to emergency management and operations. It provides general guidance for emergency management activities, and an overview of the District's methods of prevention, mitigation, preparedness, response, and recovery. The plan describes the District's emergency response organization and assigns responsibilities for various emergency tasks.

Parent and Family Engagement Values

Castleberry ISD relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement and building capacity for involvement while coordinating and planning jointly with district, parent, and family members.

Castleberry ISD partners with local colleges, business leaders, and philanthropic organizations to improve student academic achievement and school performance by seeking input from these and other stakeholders.

The district's Family Engagement Committee annually evaluates the content and effectiveness of previous events and programs to identify participation barriers by parents who may be economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, to design events meaningful and beneficial to all.

Campus Family Engagement committees are consistently innovative and creative in hosting events for families at campuses.

Perceptions Strengths

Research has consistently shown that a positive staff culture directly impacts teacher retention and satisfaction. In order to gauge teacher satisfaction, new teacher climate surveys were conducted in December of 2021.

District Culture and Climate Survey

- 56 out of 59 (95%) new teachers in CISD participated in the end of year culture and climate survey.
- Of the 56 respondents, 90% agreed that they received instructional support in teaching and learning regularly, and 89% report that this support improved their instructional practice.
- 90% of respondents reported that their school was a good place to work and learn.
- Our teacher retention rate increased from 70% in 2019-2020 to approximately 80% in 2022-2023.
- 87% of staff not returning for the 2022-2023 school year completed the Exiting Employee Survey.
- Survey results from the exit survey revealed an increase of employees stating that they would recommend Castleberry ISD (from 57% in 2021 to 83% in 2022).

Safety and Security

- Hired an additional three full time Police Officers (SRO's) for the 2022-23 school year. Each campus at CISD will have their own dedicated police officer.
- Applied for COPS Grant, If awarded, the monies will be allocated for bullet resistance glass film for all front entrances for all CISD campuses, upgraded door access system, and replacement of "hand held" radios.
- Rented golf carts to patrol the exterior areas for all campuses both at summer school and for the 2022-23 school year.
- The district has also employed two full time safety monitors at Castleberry High School and Irma Marsh Middle School.
- Installation of vape detectors (64 in restrooms at all secondary campuses.
- Conducted the TEA Summer Safety Partial Audit that includes exterior door identification hardware, weekly exterior door sweeps, implementation of the Active Threat Annex, and individual campus safety audits.
- In progress of conducting the three year audit set forth by TEA and the Texas School Safety Center.
- Will be conducting an independent external audit from an independent agency.
- Scheduled and completed 19 Half Day Visits with Interquest Detection Canine for Contraband Detection at Castleberry High School, Irma Marsh Middle School, REACH High School, and TRUCE Learning Center.
- Implemented bag search policy and procedures for all varsity UIL athletic contests
- Implementation of Digital Maps of all campuses to include access to interior & exterior cameras as well as door access systems.
- Continuation of CRASE Training (Civilian Response to Active Shooter Events). This program provides district personnel with strategies, guidance, and a proven plan for surviving an active shooter event.
- Continuation of C.R.A.S.E. Training. Partnering with Ft. Worth Police Department with strategies, guidance, and a proven plan for an active shooter event.
- Provided district wide safety professional development that included: Standard Response Protocol, Stop the Bleed Program, Human Trafficking, and Suicide Prevention.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying.
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures.
- Implementation of a locked district & campus exterior & interior door policy.

- Installation of a new bus camera system for the entire fleet.

COVID-19 Measures

- For a complete guide updated frequently, visit www.castleberryisd.net.

Parent and Family Engagement

- Partnerships with stakeholders have increased family attendance at district events.
- Each school is represented on the district Family Engagement Committee. A staff member and three parents of students from each school are committee members. The District Committee meets quarterly every year.
- Elementary schools have the highest family attendance for events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Climate surveys are only conducted at the end of the year and are not perceived as being anonymous. The surveys are only completed by employees of the district. **Root Cause:** The survey is conducted through Eduphoria leading employees to think the responses they share are linked to their logon. In addition, the end of year survey has been utilized to document administrator performance versus utilizing the data as feedback for improving district and school perceptions and climate.

Problem Statement 2 (Prioritized): The 2021-2022 Exiting Employee Survey reflected a high percentage (46%) of staff resigning from CISD within the first 3 years of employment. **Root Cause:** The Exit Survey does not capture qualitative data or specific reasons for leaving the district, so it is difficult to understand true root causes.

Problem Statement 3 (Prioritized): Overall funding is lower during the first week of school. **Root Cause:** Parents do not understand the importance of regular school attendance.

Priority Problem Statements

Problem Statement 9: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward.

Root Cause 9: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 9 Areas: Demographics

Problem Statement 31: Nearly half of our students are leaving primary grades below grade level in writing.

Root Cause 31: This is due to students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.

Problem Statement 31 Areas: Student Learning

Problem Statement 21: Student attendance has dropped below the 95% budget threshold.

Root Cause 21: There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

Problem Statement 21 Areas: District Processes & Programs

Problem Statement 20: Climate surveys are only conducted at the end of the year and are not perceived as being anonymous. The surveys are only completed by employees of the district.

Root Cause 20: The survey is conducted through Eduphoria leading employees to think the responses they share are linked to their logon. In addition, the end of year survey has been utilized to document administrator performance versus utilizing the data as feedback for improving district and school perceptions and climate.

Problem Statement 20 Areas: Perceptions

Problem Statement 10: 6.1% of students in Castleberry ISD receive gifted and talented services versus 8.1% at the state level.

Root Cause 10: Need to increase professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability.

Problem Statement 10 Areas: Demographics

Problem Statement 18: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average.

Root Cause 18: The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process.

Problem Statement 18 Areas: Student Learning

Problem Statement 24: Student attendance has dropped below the 95% budget threshold.

Root Cause 24: Parents do not understand the importance of regular school attendance.

Problem Statement 24 Areas: District Processes & Programs

Problem Statement 22: The 2021-2022 Exiting Employee Survey reflected a high percentage (46%) of staff resigning from CISD within the first 3 years of employment.

Root Cause 22: The Exit Survey does not capture qualitative data or specific reasons for leaving the district, so it is difficult to understand true root causes.

Problem Statement 22 Areas: Perceptions

Problem Statement 11: 47% of teachers in Castleberry ISD have 5 or less years of experience versus 34.5% at the state level (source TAPR 2020-2021).

Root Cause 11: High turnover rate (CISD: 29.4% vs State: 14.3% (source TAPR 2020-2021)).

Problem Statement 11 Areas: Demographics

Problem Statement 14: Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3.

Root Cause 14: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 14 Areas: Student Learning

Problem Statement 35: Although we began the 2022-2023 school year with all content teachers hired, we are still attempting to fill special education teacher and instructional aide vacancies (2 special education teachers, 4 special education instructional aides, 1 LSSP) and have experienced little to no qualified applicants for these positions.

Root Cause 35: We did not anticipate the number of resignations in special education; nor did we anticipate the low number of qualified candidates accurately. Also, a lack of automated systems and integrated processes in HR increased hiring and onboarding wait time for qualified candidates, resulting in some taking jobs in other competitive school districts.

Problem Statement 35 Areas: District Processes & Programs

Problem Statement 25: Overall funding is lower during the first week of school.

Root Cause 25: Parents do not understand the importance of regular school attendance.

Problem Statement 25 Areas: Perceptions

Problem Statement 32: Enrollment continues to be stable and needs to increase.

Root Cause 32: As the availability of affordable housing is changing fewer families are moving into the community.

Problem Statement 32 Areas: Demographics

Problem Statement 19: Math STAAR has increased in all three performance levels as compared to 2021 but falls below the state performance average.

Root Cause 19: Inconsistencies in guiding documents related to clarity, vertical alignment, and aligned resources.

Problem Statement 19 Areas: Student Learning

Problem Statement 4: Results of the Modern Learning BrightBytes Survey showed 46% of students indicated that topics such as acting respectfully online were not taught at least weekly.

Root Cause 4: Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 16: Only 29% of all students are achieving Meets and Masters in Math missing the target of 44% in Domain 3.

Root Cause 16: Teachers need more professional learning, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

Problem Statement 16 Areas: Student Learning

Problem Statement 5: Results of the Modern Learning BrightBytes Survey indicated that 3% of 3rd through 12th grade students do not have WiFi connectivity at home.

Root Cause 5: The district is currently 88% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 3: Science STAAR decreased in Approaches and Meets as compared to 2021 and falls below the state performance average.

Root Cause 3: The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

Problem Statement 3 Areas: Student Learning

Problem Statement 6: Results of the Modern Learning BrightBytes Survey showed that 61% of teachers never ask their students to virtually engage with experts.

Root Cause 6: Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 17: Social Studies STAAR for 8th grade consistently underperformed for 2 years and scored 41% as compared to the state average of 59% in 2022.

Root Cause 17: Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

Problem Statement 17 Areas: Student Learning

Problem Statement 7: Results of the Modern Learning BrightBytes Survey indicated that 51% of students find it difficult to finish tasks that are hard.

Root Cause 7: Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 12: Emergent Bilinguals (EBs) at the secondary level did not meet the English Language Proficiency target of 36 in Domain 3.

Root Cause 12: The rigor and content of TELPAS is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Problem Statement 12 Areas: Student Learning

Problem Statement 8: There has not been an efficient system for tracking parent and family engagement.

Root Cause 8: It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 13: Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II.

Root Cause 13: Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

Problem Statement 13 Areas: Student Learning

Problem Statement 23: Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district.

Root Cause 23: New staff are trained during initial employee orientation, but are not reinforced.

Problem Statement 23 Areas: District Processes & Programs

Problem Statement 1: 78% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 26: Success of parent involvement events was measured by attendance rather than outcomes.

Root Cause 26: Lack of defined criteria for a successful parent involvement and engagement events.

Problem Statement 26 Areas: District Processes & Programs

Problem Statement 15: 4% of students taking an AP course scored a 3 or above on the exam.

Root Cause 15: 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.

Problem Statement 15 Areas: Student Learning

Problem Statement 27: Many parents are unable to attend parent/family engagement events in the evening.

Root Cause 27: Parents have work or other obligations that conflict with evening events.

Problem Statement 27 Areas: District Processes & Programs

Problem Statement 28: There is limited parent feedback data available regarding district-level family engagement events.

Root Cause 28: Parent and family engagement is not specifically addressed in a district wide survey.

Problem Statement 28 Areas: District Processes & Programs

Problem Statement 29: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Root Cause 29: Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 29 Areas: District Processes & Programs

Problem Statement 30: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

Root Cause 30: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 30 Areas: District Processes & Programs

Problem Statement 33: There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships.

Root Cause 33: Staff have not been trained on REAL Family Engagement.

Problem Statement 33 Areas: District Processes & Programs

Problem Statement 34: Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 30% in 2021-2022 to 20% in 2022-2023, this leaves us with an 80% retention rate.

Root Cause 34: National data indicates that supporting educators through SEL and PD is important for schools and districts to retain quality teachers. Only new teachers received climate surveys to fill out in 21-22, creating a missed opportunity to measure teacher morale and staff climate.

Problem Statement 34 Areas: District Processes & Programs

Problem Statement 36: Unassigned fund balance did not have 75 days of operating expenses.

Root Cause 36: Committed fund balance was higher than needed.

Problem Statement 36 Areas: District Processes & Programs

Problem Statement 37: Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level.

Root Cause 37: The district does not have a Communications Procedures Brand Manual outlining procedures and brand information.

Problem Statement 37 Areas: District Processes & Programs

Problem Statement 38: Exterior doors being left open.

Root Cause 38: Propping Doors Open

Problem Statement 38 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: Each campus will increase from an overall district component score of 39 to 60 in Student Achievement resulting in a scale score of 90 on the 2023 A-F Accountability Ratings. (Raw Scores: Approaches 90%, Meets 60%, Masters 30%)

High Priority

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teaching, Learning, and Innovation will provide support to teachers during PLCs with content standards, planning, and a focus on targeted instructional practices to improve student learning. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, CALs Title I: 2.4, 2.6 - Results Driven Accountability Problem Statements: Student Learning 2, 3, 4, 5, 6, 7 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teaching, Learning, and Innovation will provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments along with answering questions regarding upcoming instructional units. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, CALs Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teaching, Learning, and Innovation will complete an extended timeline for the curriculum and assessment development plan for the next five year phase. Strategy's Expected Result/Impact: Creation and deep alignment of a curriculum which aligns the written and tested curriculum Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teaching, Learning, and Innovation will provide professional learning opportunities to support increased implementation of student-centered instructional approaches in the classroom for grades PreK-12. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Title I: 2.4 Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - 255 - Title II, Part A TPTR, - 262 - Title II, Part D, - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teaching, Learning, and Innovation will provide teachers with specific guidelines for the instructional cycle including the Gradual Release of Responsibility and 5E Models. Strategy's Expected Result/Impact: Students will connect and retain concepts learned, increase in student achievement on assessments Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, CALs Problem Statements: Student Learning 2, 4, 6, 7	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The Teaching, Learning, and Innovation Team will provide on-going professional learning and resources to support K-12 core content teachers' increasing use of content area writing tools and strategies that will deepen students' understanding of the content, enhance critical thinking skills, and grow students' overall literacy development. 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 Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 262 - Title II, Part D, - 255 - Title II, Part A TPTR, - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The district will increase student engagement by providing support and professional learning on the use of high-yield instructional strategies within tier one instruction to accelerate learning. Strategy's Expected Result/Impact: Growth in student engagement Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, CALs Title I: 2.4, 2.5, 2.6 Funding Sources: - Federal Funds: ESSER, - 255 - Title II, Part A TPTR, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Teaching, Learning, and Innovation will provide teachers support with implementing student data tracking, goal setting with supplemental supports, and student reflection of their learning. Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership in their learning Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, CALs Problem Statements: Student Learning 2, 4, 6, 7	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Teaching, Learning, and Innovation through collaborative partnerships and TEA grant funding will develop and implement a comprehensive PreK-12 Literacy Framework. Strategy's Expected Result/Impact: Growth in STAAR scores, Growth in Early Literacy assessments, CISD Literacy Framework Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, CALs Problem Statements: Student Learning 1, 2, 3 Funding Sources: - TEA Strong Foundations Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: ELA/Reading will implement writing responses (short and extended) aligned to assessments to connect reading and writing in the guiding documents and provide explicit support in implementation. Strategy's Expected Result/Impact: Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers Staff Responsible for Monitoring: English Language Arts/Reading Coordinators, English Language Arts/Reading Coaches, Principals, CALs Title I: 2.4, 2.6 Problem Statements: Student Learning 2, 3 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: The district will provide TEKS-aligned online resources, materials, and professional learning for all content areas to support student performance and growth. Strategy's Expected Result/Impact: Growth in campus data and student performance Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, CALs Title I: 2.4 Problem Statements: Student Learning 2, 3, 4, 5, 6, 7, 8 Funding Sources: - 410- IMA, - 211 - Title I, Part A, - 255 - Title II, Part A TPTR, - Federal Funds: ESSER, - 215 - Title I, Part D, - 199 - General Fund, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
Strategy 12: Math will develop a communication plan and implement the district adopted Numeracy Plan. Strategy's Expected Result/Impact: Growth in campus data and student performance in math Staff Responsible for Monitoring: Math Coordinators, Math Coaches, Principals, CALs Title I: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Math Adoption and implementation of a K-5 vertically aligned core curriculum which includes summer professional learning, the 5E Model (engage, explore, explain, elaborate, and evaluate), and a fall and spring teacher collaboration with the content coordinator and coach. Strategy's Expected Result/Impact: Vertically aligned resources and supports Staff Responsible for Monitoring: Elementary Math Coordinator, Elementary Math Coach, Principals, CALs Problem Statements: Student Learning 4, 5 Funding Sources: - 410- IMA, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Math will incorporate numeracy routines in secondary to support students development of grade level concepts. Strategy's Expected Result/Impact: Deepen understanding of numeracy, increase student achievement on assessments Staff Responsible for Monitoring: Secondary Math Coordinator, Secondary Math Coach, Principals, CALs Problem Statements: Student Learning 4, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Math will increase the focus on hands on learning through the use of mathematical manipulatives in secondary as outlined in the Guiding Documents. 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 Staff Responsible for Monitoring: Secondary Math Coordinator, Secondary Math Coach, Principals, CALs Problem Statements: Student Learning 4, 5 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: Science will support the implementation and utilization of a district-wide method for analyzing and interpreting science problems (RUBIES). Strategy's Expected Result/Impact: Growth in campus data and student performance on science assessments Staff Responsible for Monitoring: Science Coordinators, Principals, CALs Title I: 2.4 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Social Studies will support teachers in creating and monitoring formative assessments to create intervention plans to correct misconceptions and misunderstandings in a timely manner. Strategy's Expected Result/Impact: Growth in campus data and students performance on all STAAR tests. Staff Responsible for Monitoring: Social Studies Coordinator, Principals, CALs Problem Statements: Student Learning 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Social Studies will support the teachers in increasing the exposure to the various ways content is tested on the STAAR test. This will provide a deeper understanding of content to equip students with the information necessary for student growth. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Social Studies Coordinator, Principals, CALs Problem Statements: Student Learning 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: The Social Studies will align 6th and 7th grade content to the 8th grade and US History STAAR test along with implementing new question types in assessments and guiding documents. Strategy's Expected Result/Impact: Growth in Social Studies STAAR tests Staff Responsible for Monitoring: Social Studies Coordinator, Principals, CALs Problem Statements: Student Learning 7 Funding Sources: - 211 - Title I, Part A - IR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 20 Details		Reviews			
Strategy 20: The district will implement MAP testing with a focus on utilizing the data reports to pinpoint student growth areas and develop effective interventions where needed. Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA and Math scores. Staff Responsible for Monitoring: MTSS/504 Coordinator, Teaching, Learning, and Innovation Staff, Principals, CALs Results Driven Accountability Problem Statements: Demographics 1 Funding Sources: - Federal Funds: ESSER		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.
Student Learning
Problem Statement 1: Nearly half of our students are leaving primary grades below grade level in writing. Root Cause: This is due to students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.
Problem Statement 2: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average. Root Cause : The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process.
Problem Statement 3: Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Problem Statement 4: Math STAAR has increased in all three performance levels as compared to 2021 but falls below the state performance average. Root Cause: Inconsistencies in guiding documents related to clarity, vertical alignment, and aligned resources.
Problem Statement 5: Only 29% of all students are achieving Meets and Masters in Math missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and support on facilitating conceptual understanding and providing lesson extensions.
Problem Statement 6: Science STAAR decreased in Approaches and Meets as compared to 2021 and falls below the state performance average. Root Cause: The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.
Problem Statement 7: Social Studies STAAR for 8th grade consistently underperformed for 2 years and scored 41% as compared to the state average of 59% in 2022. Root Cause: Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

Student Learning
Problem Statement 8: Emergent Bilinguals (EBs) at the secondary level did not meet the English Language Proficiency target of 36 in Domain 3. Root Cause: The rigor and content of TELPAS is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

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

Performance Objective 2: Each campus will increase Academic Growth from the district average of 73% to 82% on the 2023 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, ISIP Reading Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teaching, Learning, and Innovation will support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans. Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR Scores Staff Responsible for Monitoring: Teaching, Learning, Innovation Staff, Principals, CALs Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional learning will be offered to parents and staff on recognizing characteristics of Dyslexia, the process for referral and identification of students with Dyslexia, and interventions to support Dyslexic students with achieving academic success. Strategy's Expected Result/Impact: Increased knowledge of the Dyslexia Program and how to support Dyslexic students Staff Responsible for Monitoring: Director of Special Programs, Dyslexia Therapists, Reading Specialists, Principals Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide accelerated instructional opportunities such as PACE Saturdays, summer school, and credit recovery programs. Strategy's Expected Result/Impact: Support student growth and increase in credits recovered	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Executive Director of Executive Leadership, Principals, CALs Funding Sources: - 199 - General Fund, - Federal Funds: ESSER, - 211 - Title I, Part A, - 199 - General Fund: State Compensatory Ed				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Each campus in Closing the Gaps will meet the targets of 95% of indicators on the 2023 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Strategy 1 Details	Reviews			
Strategy 1: Each nine weeks, campuses will present data collected during progress monitoring and revise targeted action plans including MTSS plans based on data from unit assessments, campus-based assessments, and district benchmarks. Strategy's Expected Result/Impact: Creation of campus action plans based on current data Staff Responsible for Monitoring: Principals, CALs Title I: 2.4, 2.6 - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 2, 3, 4, 5, 6, 7, 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teaching, Learning, and Innovation will provide on-going professional learning for teachers and administrators on how to use STAAR benchmark and unit assessment data to drive instruction and tiered intervention. Strategy's Expected Result/Impact: Improvement in tier one instruction and the MTSS process Staff Responsible for Monitoring: Teaching, Learning, Innovation Staff, Principals, CALs Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 4, 5, 6, 7 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER, - 255 - Title II, Part A TPTR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The district will review and revise the data walks format with acceleration strategy lookfors to include specific feedback to teachers creating a culture of continuous improvement. Strategy's Expected Result/Impact: Provide feedback to teachers for continuous improvement in teaching and learning Staff Responsible for Monitoring: Superintendent's Cabinet, Principals Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes. Strategy's Expected Result/Impact: Increase in STAAR reading and math scores Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Title I: 2.4, 2.5 - Results Driven Accountability Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER, - 215 - Title I, Part D, - 255 - Title II, Part A TPTR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special Programs will align focus areas with RDA results and progress monitor on targeted goals in STAAR areas. Strategy's Expected Result/Impact: Increased Math/ELA scores Staff Responsible for Monitoring: Director of Special Programs, Special Programs Coordinator Results Driven Accountability Problem Statements: Student Learning 9 Funding Sources: - 224 - IDEA B, Special Education	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The district will provide on-going professional learning for teachers and administrators on how to use MAP data reports to drive instruction in small groups as well as tiered groups for instruction. Strategy's Expected Result/Impact: Targeted MTSS implementation and Tier 3 data Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, MTSS/504 Coordinator, Principals, CALs Results Driven Accountability Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The district will create and implement new procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, and Tier III of MTSS. Strategy's Expected Result/Impact: Growth in campus data and student performance at all levels Staff Responsible for Monitoring: Director of Special Programs, District Testing Coordinator, MTSS/504 Coordinator Results Driven Accountability Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The district will support student achievement in all subject areas by ensuring special programs compliance, ensuring the latest information of best practices and accountability are disseminated and updated to all district and campus administrators and testing coordinators. Staff Responsible for Monitoring: Executive Director of Teaching, Learning, and Innovation, Executive Director of Educational Leadership, Accountability/Secondary Math Coordinator, District Testing Coordinator, Campus Testing Coordinators, Bilingual/ESL Coordinator, Special Programs Director, Principals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Closely monitor the creation of the campus master schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas. Strategy's Expected Result/Impact: Efficient student/staff master scheduling, increase in co-teaching in high need areas Staff Responsible for Monitoring: Executive Director of Educational Leadership, Special Programs Director, Principals Results Driven Accountability Problem Statements: Student Learning 9 Funding Sources: - 224 - IDEA B, Special Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide continuous professional development to special education teachers regarding instructional best practices such as effective IEP goal writing and data driven decision making. Strategy's Expected Result/Impact: Decreases in academic gaps related to skills in math, reading, and writing Staff Responsible for Monitoring: Special Programs Director, Special Programs Coordinator, MTSS/504 Coordinator Results Driven Accountability Problem Statements: Student Learning 9 Funding Sources: - 224 - IDEA B, Special Education	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The number of students identified as needing special education services exceeds the state average (13%) and continues to trend upward. Root Cause: Need to implement consistent MTSS screeners to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.
Student Learning
Problem Statement 2: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average. Root Cause : The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process.
Problem Statement 3: Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Problem Statement 4: Math STAAR has increased in all three performance levels as compared to 2021 but falls below the state performance average. Root Cause: Inconsistencies in guiding documents related to clarity, vertical alignment, and aligned resources.

Student Learning

Problem Statement 5: Only 29% of all students are achieving Meets and Masters in Math missing the target of 44% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

Problem Statement 6: Science STAAR decreased in Approaches and Meets as compared to 2021 and falls below the state performance average. **Root Cause:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

Problem Statement 7: Social Studies STAAR for 8th grade consistently underperformed for 2 years and scored 41% as compared to the state average of 59% in 2022. **Root Cause:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

Problem Statement 8: Emergent Bilinguals (EBs) at the secondary level did not meet the English Language Proficiency target of 36 in Domain 3. **Root Cause:** The rigor and content of TELPAS is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Problem Statement 9: Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II. **Root Cause:** Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

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

Performance Objective 4: College and Career Readiness measure will increase from 68 to 80 component score resulting in a scale score of 95 and meeting the targets for 7 out of 7 indicators for Closing the Gaps with the 2023 A-F Accountability Ratings.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Spreadsheet and Data Suite

Strategy 1 Details	Reviews			
Strategy 1: The district will track student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR). Strategy's Expected Result/Impact: Students will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success Staff Responsible for Monitoring: Advanced Academic Coordinator, CCMR Advisor, Career and Technical Education (CTE) Coordinator, Principals, Counselors Title I: 2.4, 2.6, 4.2 Problem Statements: Student Learning 10, 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will provide college prep courses and academic boot camp opportunities to prepare students for success on college and military entry exams. Strategy's Expected Result/Impact: Students will increase scores on college entry exams such as the PSAT/NMSQT, SAT, ACT, TSI, and ASVAB Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Staff, Principals, CALs, Counselors Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 10, 11 Funding Sources: - 199 - General Fund - ESSR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Dual Enrollment/OnRamps and Dual Credit courses will be evaluated for next year's Student Academic Planning Guide (APG). Strategy's Expected Result/Impact: Expand and strengthen existing partnerships in CTE Technical Dual Credit, explore additional OnRamps offerings, and Dual Credit opportunities Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Staff, Principals, CALs, Counselors Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Career and Technology Education will develop and implement a plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications. Strategy's Expected Result/Impact: Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills-based certificates, licenses and/or certifications as possible Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Staff, Principals, CALs, Counselors Title I: 2.4 Funding Sources: - 199 - General Fund, - 244 - CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will explore options 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. Strategy's Expected Result/Impact: New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Staff, Principals, CALs, Counselors Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The district will monitor REACH Alternative High School to meet Accountability in CCMR on A-F Accountability Ratings. Strategy's Expected Result/Impact: Meet CCMR accountability measures Staff Responsible for Monitoring: Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, REACH High School Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Student Learning 10, 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
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. 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 Staff Responsible for Monitoring: Communications Specialist, Director of Technology, Advanced Academic Coordinator, CTE Coordinator, and College and Career Advisor Problem Statements: Student Learning 10, 11 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The district will track and increase student enrollment in levels 3 and 4 pathway classes to ensure students complete a CTE pathway and are career ready. Strategy's Expected Result/Impact: More students will be career ready upon graduation, District tiered funding will increase Staff Responsible for Monitoring: Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader and the Advanced Academic Coordinator to discuss the effective use of the Advanced Placement dashboard. Strategy's Expected Result/Impact: Consistent use of Advanced Placement dashboard thereby increasing the rigor of the course content and quality of assessment feedback; 25% of students taking an Advanced Placement course in a core academic area will score a 3 or higher Staff Responsible for Monitoring: Advanced Academic Coordinator, Principals, CALs Problem Statements: Student Learning 11	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 10: 78% of high school students 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.
Problem Statement 11: 4% 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.

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

Performance Objective 5: Five year graduation rate will increase from 94.4% to 95% and in Closing the Gaps 4 out of 4 indicators are met on the 2023 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Leaver Tracking Notebook

Strategy 1 Details	Reviews			
Strategy 1: All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings. 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 Staff Responsible for Monitoring: Management Systems Coordinator, Campus Data Management Specialists, Principals, Attendance Officers Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school. Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate Staff Responsible for Monitoring: Campus Attendance Clerks, Assistant Principals Title I: 2.6, 4.2 Funding Sources: - 199 - General Fund, - 215 - Title I, Part D	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Credit recovery opportunities will be offered at both 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increase student participation and completion of graduation requirements Staff Responsible for Monitoring: Principals, Counselors, Teaching, Learning, Innovation Staff Funding Sources: - 199 - General Fund				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: On each campus, Emergent Bilinguals will meet the target of 38 for English Language Proficiency in Closing the Gaps on the 2023 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, and Student Portfolios

Strategy 1 Details	Reviews			
Strategy 1: The district will update the K - 2 Spanish Language Arts (SLAR) curriculum documents and assessments to include English Language Development Scope and Sequence that follows the science of reading. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Early Literacy Coordinator, Early Literacy Coach Funding Sources: - 199 - General Fund, - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will update the 3 - 5 Spanish Language Arts (SLAR) curriculum documents and assessments with specific pacing that allows for skills to be taught in both languages as appropriate and add transferable skills and bridging to facilitate language transfer. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Intermediate Literacy Coordinator, ELA Coach Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The district will purchase and implement vocabulary programs and resources for multiple content areas to support Emergent Bilinguals. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The district will implement Content-Based Language Instruction, including training all members of Teaching, Learning, and Innovation in order to effectively embed content-based language instructional strategies within the Guiding Documents. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Growth on academic performance as measured by STAAR; Increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff Title I: 2.4, 2.5 Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Bilingual/ESL will provide continuous support on the implementation of the ELPS and various strategies to teach language through content while focusing on the varied needs for the specific domain. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff Title I: 2.4, 2.6 Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The district will purchase a language development program to assist newcomers in developing English proficiency. Strategy's Expected Result/Impact: Students will make the required 1-year progress on language acquisition as measured by TELPAS Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Coaches, Principals, CALs Title I: 2.4, 2.6 Funding Sources: - 261 - Title III-A, Immigrant, - 199 - General Fund: Bilingual Allotment	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 7: Increase Castleberry ISD's identified gifted and talented population by 2% to mirror the state percentage of identified students.

Evaluation Data Sources: TAPR, Skyward Data, Castleberry ISD Gifted/Talented Program of Services

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing multi-modal communication in home languages to all stakeholders that outlines: gifted behaviors to recognize, referral and identification processes, and regular updates to services and opportunities. Strategy's Expected Result/Impact: A strong understanding of giftedness and an increase in the number of students identified for the services Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academics Coordinator Title I: 2.4 Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for teachers and staff to identify gifted behaviors and gifted behaviors specific to students of poverty. Train teachers to use planned experiences for collecting work samples, identify gifted traits in work samples, and keep anecdotal records of examples of gifted behaviors they witness. Strategy's Expected Result/Impact: A strong understanding of giftedness and an increase in the number of students identified for the services Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academic Coordinator Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer informational meetings to answer parent questions and help families better understand what giftedness is and the GT services offered by the district. Strategy's Expected Result/Impact: To support our families' understanding of giftedness and the referral process for identification along with services Castleberry ISD provides Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academics Coordinator Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: Increase enrichment opportunities for GT students to accelerate learning and achievement scores.

Evaluation Data Sources: Enrichment opportunities will increase background knowledge to improve standardized test scores

Strategy 1 Details	Reviews			
Strategy 1: Provide extra-curricular clubs, field experiences, and culturally-diverse community push-in both on-site and off-site. (Examples: field trips, assemblies, community mentors/guest speakers on campus, virtual field trips, etc.) Strategy's Expected Result/Impact: Provide multiple enrichment opportunities for GT students to build connections and build background knowledge with expanding content knowledge Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academics Coordinator, Principals, CALs Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide planning and training opportunities for teachers to provide high quality instruction through the Texas Performance Standards Project or other authentic cross-curricular learning. Strategy's Expected Result/Impact: Professional learning to extend learning opportunities cross curricular Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academics Coordinator Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing training to core content teachers on lesson extensions and engaging activities that provide depth, complexity, and challenge. Strategy's Expected Result/Impact: Teachers providing engaging enrichment opportunities for students Staff Responsible for Monitoring: Gifted and Talented Instructional Coach, Advanced Academics Coordinator, Principals, CALs Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Build capacity of campus GT teachers to provide additional collaboration and support to content teachers. Strategy's Expected Result/Impact: Continued ongoing support and professional learning for teachers to continue to meet the needs of students in the classroom environment Staff Responsible for Monitoring: GT Instructional Coach, Advanced Academics Coordinator, Principals, CALs Funding Sources: - 199 - General Fund: Gifted and Talented	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: 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 from 43% to 60% by June 2025.

The percentage of K-2 grade students that meets or masters grade-level expectations on CLI Engage assessments (TX KEA, TPRI, Tejas Lee) will increase from a district average of 76% to 80% by June 2023.

The percentage of 2nd grade students that meets or masters grade-level expectations on EOY Writing Benchmark will increase from an overall district average of 60% to 75% by June 2023.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Monitor the effectiveness of instruction through Module Assessments K-2nd and with Unit Assessments in 2nd grade, which will provide teachers with timely and specific data to inform instruction. Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level writing expectations. Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Title I: 2.4 Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase teacher pedagogy through professional learning including but not limited to Texas Reading Academy. Strategy's Expected Result/Impact: Understanding and ability to teach components of foundational literacy skills. Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Title I: 2.4 Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 199 - General Fund, - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Preview assessment and curriculum with teachers during PLCs. Strategy's Expected Result/Impact: Teachers will understand upcoming content and instructional implications. Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will increase student comprehension of various texts through and emphasis on knowledge building, vocabulary, and oral language development. Strategy's Expected Result/Impact: Higher percentage of achievement on assessments Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Problem Statements: Student Learning 2, 3 Funding Sources: - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers will instruct students on how to respond to reading through constructed response. Strategy's Expected Result/Impact: Higher comprehension of text and achievement on assessments Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide strategic interventions that focus on targeted skills using the menu of lessons that has been created. Strategy's Expected Result/Impact: Higher achievement on assessments Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Students set literacy goals and monitor their own progress (skills acquisition, minutes read through Beanstack). Strategy's Expected Result/Impact: Students will meet their goals Staff Responsible for Monitoring: Principals, CALs	Formative			Summative
	Nov	Jan	Mar	June

Problem Statements: Student Learning 2, 3 Funding Sources: - 215 - Title I, Part D, - 211 - Title I, Part A, - 199 - General Fund					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Nearly half of our students are leaving primary grades below grade level in writing. Root Cause: This is due to students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing. Problem Statement 2: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average. Root Cause : The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process. Problem Statement 3: Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 2: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Performance Objective 2: The percentage of 2nd grade students that meets or masters grade-level expectations on EOY Writing Benchmark will increase from an overall district average of 60% to 75% by June 2023.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Re-align the scope and sequence of our K-2 writing program both for grammar/conventions and for process writing with an emphasis on grammar/convention instruction. Strategy's Expected Result/Impact: Higher achievement on assessments Staff Responsible for Monitoring: Principals, Early Literacy Coordinator, CALs Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use the Gradual Release model for each genre of writing, and teaching students the writing process of planning and organizing their thoughts. Strategy's Expected Result/Impact: Higher achievements on assessments Staff Responsible for Monitoring: Early Literacy Coordinator, CALs Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Nearly half of our students are leaving primary grades below grade level in writing. Root Cause: This is due to students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.
Problem Statement 2: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average. Root Cause : The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process.

Student Learning
Problem Statement 3: Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 2: 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 from 35% to 60% by June 2025.

The percentage of K students that meets or masters grade level expectations on STEMscopes math benchmark will increase from 77% to 80% by June 2023. The percentage of 1st and 2nd grade students that meets or masters grade-level expectation on STEMscopes math benchmark will increase from 31% to 60% by June 2023.

High Priority

HB3 Goal

Evaluation Data Sources: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Progress Monitoring and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways. Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy Staff Responsible for Monitoring: Elementary Math Coordinator, CALs Problem Statements: Student Learning 4, 5 Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the use of student discourse to develop the language to express mathematical ideas. Strategy's Expected Result/Impact: Develop higher order math vocabulary and a deeper understanding of math concepts Staff Responsible for Monitoring: Elementary Math Coordinator, CALs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Vertically align foundational math skills that are built on numeracy through Guiding Documents, resources, professional learning, and assessment. Strategy's Expected Result/Impact: Deeper understanding of numeracy	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Elementary Math Coordinator, CALs Problem Statements: Student Learning 4, 5 Funding Sources: - 211 - Title I, Part A, - 215 - Title I, Part D, - Federal Funds: ESSER, - 199 - General Fund				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Math STAAR has increased in all three performance levels as compared to 2021 but falls below the state performance average. Root Cause: Inconsistencies in guiding documents related to clarity, vertical alignment, and aligned resources.
Problem Statement 5: Only 29% of all students are achieving Meets and Masters in Math missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

Performance Objective 1: Increase the number of student transfer applications through the use of inbound marketing.

Evaluation Data Sources: Skyward Out of District Applications

Strategy 1 Details	Reviews			
Strategy 1: Develop an inbound marketing budget that includes publishing a summer 2022 back to school magazine, and additional paid advertising, including, but not limited to the following based on budget constraints: billboards, search engine marketing (SEM), digital presence, etc. Strategy's Expected Result/Impact: Increased enrollment to the district Staff Responsible for Monitoring: Communications Specialist, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage all stakeholders to share positive experiences they have with the district by writing reviews on various platforms, including: Google, Niche, Great Schools, and social media. Strategy's Expected Result/Impact: Increased enrollment to the district Staff Responsible for Monitoring: Communications Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review marketing platforms as identified to ensure the district has "claimed" accounts for the district and individual campuses, and update any inaccurate information. Strategy's Expected Result/Impact: Increased enrollment to the district Staff Responsible for Monitoring: Communications Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Develop and distribute information regarding transfers and open enrollment including Pre-K/K enrollment "push" through the use of videos, mailings, and city/business partnerships. Strategy's Expected Result/Impact: Increased enrollment to the district Staff Responsible for Monitoring: Communications Specialist, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

Performance Objective 2: Retain and keep currently enrolled families satisfied and engaged with the district by ensuring an internal plan for communication is consistently implemented.

High Priority

Evaluation Data Sources: Parent Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Engage stakeholders in meaningful interactions that increase awareness and opportunities for participation in REAL Family Engagement. Strategy's Expected Result/Impact: Increased parent engagement, increased retention of families Staff Responsible for Monitoring: Communications Specialist, District Family Engagement Staff, Principals Problem Statements: District Processes & Programs 15 Funding Sources: Printed Materials, Technology, Postage - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Refine communications processes and procedures, such as flow maps and message templates for a variety of situations, to ensure a clear and consistent process is outlined and implemented in the event of an emergency. Strategy's Expected Result/Impact: smooth and succinct communication during emergency situations Staff Responsible for Monitoring: Superintendent, Communications Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All graphics, scripts, and translations for district-wide events will be created at the district level in English and Spanish, shared with campus stakeholders, and distributed in a timely manner to parents, staff, and community members using district and campus social media, and the Skyward Communicate system for voice, e-mail, and text messages. Strategy's Expected Result/Impact: Parents will know about upcoming district events. Staff Responsible for Monitoring: Communications Specialist, District Translator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: In collaboration with the campus communications teams, the district Communications Specialist will develop a Castleberry ISD Communications Procedures Brand Manual to ensure cohesiveness in campus and district brand, and publish on the district's website by May 2023. This manual will include: standards for typography, color palette, logo versions, social media account policies and procedures, communication processes, and other items as identified by the committee. Strategy's Expected Result/Impact: For the 2023-2024 school year, stakeholders will notice a cohesive brand between all campuses. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Communications Specialist will partner with departments to align current logos to match the identified district brand standards. Strategy's Expected Result/Impact: Logos will have elements of consistency and reflect the CISD brand. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Communications Specialist will continue to develop and enhance templates for employee email signatures, letterheads, business cards, and any other items that will depict the CISD brand, and encourage all stakeholders to use for communication. Strategy's Expected Result/Impact: Consistency in design elements, district's brand is maintained and incorporated in all communications, consistent use in the visual elements will result in increased awareness of Castleberry ISD. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Train all staff on ethical standards such as those outlined in local policies regarding social media posting practices identified in DH(local). Strategy's Expected Result/Impact: Procedures are clearly outlined in the Castleberry ISD Brand Manual	Formative			Summative
	Nov	Jan	Mar	June

allowing for staff members to follow the local policies Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 9				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 9: Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district. Root Cause: New staff are trained during initial employee orientation, but are not reinforced.
Problem Statement 15: There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. Root Cause: Staff have not been trained on REAL Family Engagement.
Problem Statement 18: 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 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

Performance Objective 3: Increase attendance from 92.7% 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			
Strategy 1: Refine the role of the Student Advocate Specialist at the elementary and secondary levels to develop consistent communication and support between classroom teachers and families. Strategy's Expected Result/Impact: Increased attendance rate, fewer students who need Truancy Prevention Measures, stronger relationships with families, parents who are educated on the importance of daily attendance Staff Responsible for Monitoring: Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership Title I: 4.2 Problem Statements: District Processes & Programs 1, 2 Funding Sources: Attendance Incentives, Printed Materials, Human Resources - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Student Advocate Specialists will educate families about the importance of daily attendance while building impactful relationships and providing resources. Strategy's Expected Result/Impact: Increased attendance, stronger relationships between home and school Staff Responsible for Monitoring: Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership Problem Statements: District Processes & Programs 2 Funding Sources: Printed Materials, Human Resources - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Student Advocate Specialists will communicate roles and responsibilities to campus staff and stake holders, to ensure there is clear communication and support for all parties involved. Strategy's Expected Result/Impact: Increased attendance, families needs being met, increased communication between home and school, stronger relationships between home and school Staff Responsible for Monitoring: Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership Problem Statements: District Processes & Programs 1 Funding Sources: Printed Materials, Technology, Human Resources - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Student Advocate Specialists will contact enrolled students that are not in attendance during the first week of school. Strategy's Expected Result/Impact: Decreased number of leavers and increased number of students in attendance during the first week of school Staff Responsible for Monitoring: Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership Problem Statements: Perceptions 3 Funding Sources: Human Resources, printed materials, technology - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Communications and Student Advocate Specialists will partner to ensure information about the importance of attendance is shared from the district level through the use of social media, emails, SMS, and videos. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: Student Advocate Specialist, Director of School and Student Support, Communication Specialist Problem Statements: District Processes & Programs 1, 2 Funding Sources: Technology, Human Resources - Federal Funds: ESSER	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 1: Student attendance has dropped below the 95% budget threshold. Root Cause: There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

District Processes & Programs
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Problem Statement 2: Student attendance has dropped below the 95% budget threshold. Root Cause: Parents do not understand the importance of regular school attendance.
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Perceptions

Problem Statement 3: Overall funding is lower during the first week of school. Root Cause: Parents do not understand the importance of regular school attendance.

Goal 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

Performance Objective 4: 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.

High Priority

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			
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. Strategy's Expected Result/Impact: Increased parent and family engagement opportunities that meet the needs and interests of parents and families Staff Responsible for Monitoring: Director of School and Student Support, At-risk Outreach Coordinator, Executive Director of Educational Leadership Problem Statements: District Processes & Programs 10, 12 Funding Sources: Technology - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide alternative avenues for parents and families to engage in campus and district activities. Strategy's Expected Result/Impact: Engagement of parents who have traditionally been unable to participate due to work or other obligations, Increased parent engagement Staff Responsible for Monitoring: Director of School and Student Support, At-risk Outreach Coordinator, Executive Director of Educational Leadership Problem Statements: District Processes & Programs 11 Funding Sources: Printed Materials, Training Supplies, Human Resources, Refreshments for families, Activity Supplies, Outside Trainers - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: District and campuses will plan activities that comply with ESSA Title I, Part A Requirements and meet REAL (Relationships, Experiences, Academic Partnerships, & Leadership) engagement criteria. Strategy's Expected Result/Impact: Increased parent and family involvement, increased student performance, decreased truancy Staff Responsible for Monitoring: At-risk Outreach Coordinator, Executive Director of Executive Leadership Problem Statements: District Processes & Programs 10 Funding Sources: Printed Materials, Training Supplies, Technology, Refreshments for families - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Refine the current tracking system used to measure parent and family engagement. Strategy's Expected Result/Impact: Clear data points to indicate preferred parent and family engagement activities, Process determine if all parent and family audiences feel they have opportunities to engage Staff Responsible for Monitoring: Director of School and Student Support, At-risk Outreach Coordinator, Executive Director of Educational Leadership Problem Statements: District Processes & Programs 10, 12 Funding Sources: Technology, Human Resources - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement district-wide reading challenges to promote independent reading and families reading together using programs including, but not limited to Beanstack. Strategy's Expected Result/Impact: Increased percentage of students and families reading together, increased literacy growth, increased number of students reaching reading challenges Staff Responsible for Monitoring: Librarians Problem Statements: Student Learning 2, 3 - District Processes & Programs 10 Funding Sources: Reading Materials (printed and electronic), Technology, Internet access - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Develop a plan to refine Parent University with a focus on increasing attendance district-wide and integrating REAL engagement criteria. Strategy's Expected Result/Impact: Student academic growth, increased attendance, decreased discipline problems Staff Responsible for Monitoring: Director of School and Student Support, At-risk Outreach Coordinator, Executive Director of Educational Leadership Problem Statements: District Processes & Programs 10, 12 Funding Sources: Printed Materials, Outside Speakers, Activity Supplies, Technology, Refreshments for families - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average. Root Cause : The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process.
Problem Statement 3: Only 34% of all students are achieving Meets and Masters in ELA/Reading missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
District Processes & Programs
Problem Statement 10: Success of parent involvement events was measured by attendance rather than outcomes. Root Cause: Lack of defined criteria for a successful parent involvement and engagement events.
Problem Statement 11: Many parents are unable to attend parent/family engagement events in the evening. Root Cause: Parents have work or other obligations that conflict with evening events.
Problem Statement 12: There is limited parent feedback data available regarding district-level family engagement events. Root Cause: Parent and family engagement is not specifically addressed in a district wide survey.

Goal 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

Performance Objective 5: Encourage REAL Family Engagement by offering programs and training opportunities specific to building academic and behavioral partnerships with parents that will build a strong foundation for student success.

Evaluation Data Sources: Flyers/Advertisements of Events

Attendance sign-in sheets

Surveys - Feedback from parents

Strategy 1 Details	Reviews			
Strategy 1: Support Parents as their Child's First Teacher by offer training, resources, and materials for parents of incoming PreK students. Strategy's Expected Result/Impact: Stronger academic transition from prekindergarten to elementary school, Increased parent understanding of supporting students with at-home learning Staff Responsible for Monitoring: Executive Director of Educational Leadership, Early Literacy Coordinator, Principals Problem Statements: District Processes & Programs 10, 15 Funding Sources: Training Supplies, Activity Supplies, Printed Materials, Human Resources - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide information to parents regarding requirements and results of state assessments and how to support student learning at home. Each of the five district-wide family engagement meetings will include an academic focus with topics including but not limited to accessing assessment results, interpretation of the results, explanation of TEKS, and demonstration of rigor in English and in Spanish. Strategy's Expected Result/Impact: Increased parent knowledge of state assessments, increased parent understanding of supporting student with at-home learning, increased student state assessment scores. Staff Responsible for Monitoring: District Family Engagement Staff, Campus Parent and Family Engagement Coordinator, Principals, Coordinator of Assessment, Coordinator of Bilingual, ESL and LOTE Problem Statements: District Processes & Programs 10, 15 Funding Sources: Technology, Training Materials - 211 - Title I, Part A - IR, Training Materials - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: CISD will hold one 10-week Bilingual Stories Class for parents to promote understanding of literacy strategies and language development strategies that can be used at home (English & Spanish). Strategy's Expected Result/Impact: Student academic growth, Increased attendance, Decreased discipline problems Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Coaches Problem Statements: District Processes & Programs 10, 15 Funding Sources: Training Materials, Refreshments for families - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: District CCMR staff will engage parents, students, and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; including, but not limited to: Chart Your Course, Financial Aid workshops, Fish Camp, and Senior Summit. Strategy's Expected Result/Impact: Students and parents will have additional information to make informed choices and selections related to their academic plans during their time in CISD, which will increase their post-secondary opportunities and future successes Staff Responsible for Monitoring: Advanced Academics Coordinator, Director of Fine Arts/UII Academics, Teaching, Learning, and Innovation Staff, Principals, CALs, Counselors Problem Statements: Student Learning 10, 11 - District Processes & Programs 15 Funding Sources: Human Resources - 199 - General Fund: High School Allotment, Human Resources - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement Little Lions, a story time held on campus, for PreK students and families. During this time, a social worker will be present to distribute resources. Home activities will be shared that will promote literacy development to support Parents as their Child's First Teacher. Families will be able to check out books. Strategy's Expected Result/Impact: Increased families engagement, Increased familiarity with school culture, Improved early literacy skills Staff Responsible for Monitoring: Librarians Problem Statements: District Processes & Programs 15 Funding Sources: Training Materials, Books, Activity Supplies - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: CISD will elevate achievement and equity for Emergent Bilingual students by conducting one Parent, Family, and Community Engagement Fair. Strategy's Expected Result/Impact: Parents and families will explore programs, activities, and community resources for literacy, health, and social-emotional support. Staff Responsible for Monitoring: Bilingual/ESL Coordinator and Bilingual/ESL coaches Problem Statements: District Processes & Programs 10, 15 Funding Sources: Speaker, Technology, transportation, child care. - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Through district-wide family engagement meetings, provide resources to parents in English and Spanish on topics including but not limited behavior management, internet and social media safety, dating violence, and Human trafficking with a focus on equipping parents with tools or actions they can be implemented at home. Strategy's Expected Result/Impact: Increased parent engagement, improved student behavior, increased parent awareness of actions they can take to keep their child safe Staff Responsible for Monitoring: At-Risk Outreach Coordinator, Bilingual/ESL/LOTE Coordinator, Assessment Coordinator, Executive Director of Educational Leadership, Problem Statements: District Processes & Programs 15 Funding Sources: Outside speakers, training materials, refreshments for families - 211 - Title I, Part A, Outside speakers, training materials, refreshments for families - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 10: 78% of high school students 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. Problem Statement 11: 4% 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.
District Processes & Programs
Problem Statement 10: Success of parent involvement events was measured by attendance rather than outcomes. Root Cause: Lack of defined criteria for a successful parent involvement and engagement events. Problem Statement 15: There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. Root Cause: Staff have not been trained on REAL Family Engagement.

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 1: Allocate budgeted funds and resources to operate and renovate existing and future facilities that provide quality learning spaces for all CISD students.

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

Strategy 1 Details	Reviews			
Strategy 1: Investigate and explore funding resources (grants and state programs) for safety and security educational programs and for future growth. Strategy's Expected Result/Impact: Balanced budget, Title funding, NOGA Staff Responsible for Monitoring: Executive Director of Financial Services, Assistant Superintendent of Student Services, Facilities and Operations, Director of Technology, Cabinet Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create, update, and revise a Long Range Strategic Plan, Capital Improvements Projects List, and Replacement Plan (Purchases/ Frequency). Strategy's Expected Result/Impact: Updated and new facilities Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Cabinet Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Create and implement a Long Range Facility Assessment Plan to ensure future facilities (Castleberry High School and Joy James Academy of Leadership) are addressed to meet the functional needs of students and staff. Strategy's Expected Result/Impact: Updated and new facilities Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Cabinet Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 2: Continue to be fiscally responsible and maintaining a healthy budget and fund balance while sustaining current equipment and planning for future needs over the next five years.

Strategy 1 Details	Reviews			
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 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Castleberry ISD will continue to provide state of the art technology throughout the district, including free and filtered WiFi in student homes. Strategy's Expected Result/Impact: Staff and student technology devices are included in the 5 year replacement plan, All students can connect to the Internet at home to continue their learning Staff Responsible for Monitoring: Director of Technology, Teaching, Learning, and Innovation Staff Funding Sources: - 199 - General Fund - \$285,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Castleberry ISD will continue to review, monitor, and revise the Long Range Replacement Plan (Purchases/Frequency). Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Castleberry ISD will continue to review, monitor, and revise the Capital Improvement Projects List. Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Castleberry ISD will continue to review, monitor, and revise the Construction Budget. Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 3: Increase and optimize retention efforts to increase teacher retention rate by 10% points (from 80% to 90%) as evidenced by TAPR report for 2022 compared to 2023.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention by at least 10 percent. Strategy's Expected Result/Impact: Teacher retention, alignment to TASB salary study, higher salaries in region, professional learning plans Staff Responsible for Monitoring: Executive Director of Talent Acquisition, Executive Director of Financial Services, Superintendent Problem Statements: Demographics 3 Funding Sources: Anonymous staff survey platform - 199 - General Fund, After-school mentor/mentee program development - 425 - Teacher Induction/Mentor, - 255 - Title II, Part A TPTR, TASB HR Salary Review - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff that can assist with creative scheduling that improves teacher and student performance by providing response to intervention and classroom and program assistance. Strategy's Expected Result/Impact: Increased student performance on assessments, highly qualified staff Staff Responsible for Monitoring: Director of Talent Acquisition, Executive Director of Financial Services, Executive Director of Executive Leadership, Teaching, Learning, and Innovation Staff Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: 47% of teachers in Castleberry ISD have 5 or less years of experience versus 34.5% at the state level (source TAPR 2020-2021). **Root Cause:** High turnover rate (CISD: 29.4% vs State: 14.3% (source TAPR 2020-2021)).

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 4: Increase and optimize recruitment and retention efforts by completing salary reviews for 100% of all staff no later than January, 2023; thereby remaining competitive by ranking in the top 10 districts in each category as evidenced by regional district comparison reports and TASB salary survey data.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct a staff climate survey in October (BOY) and again in March (EOY). Strategy's Expected Result/Impact: Inform district and campus administration on how to support staff with academic performance goals, Results from the surveys will inform strategic planning during the current and following school years Staff Responsible for Monitoring: Superintendent's Cabinet, Principals Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement administrative technology and a new integrated software system in Talent Acquisition to automate onboarding and retention tasks. Strategy's Expected Result/Impact: Reduce the time spent from 8 hours to less than 5 hours, minimize duplicate entries thereby minimizing time of data entry from 45 minutes to 10 or less, increase time available of department staff to implement retention initiatives, such as a mentor program for teachers that are new to CISD and new to teaching as well as the Teacher Incentive Allotment Staff Responsible for Monitoring: Director of Talent Acquisition, Director of Technology Operations, Executive Director of Financial Services, Management Information System Coordinator	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: 47% of teachers in Castleberry ISD have 5 or less years of experience versus 34.5% at the state level (source TAPR 2020-2021). Root Cause: High turnover rate (CISD: 29.4% vs State: 14.3% (source TAPR 2020-2021)).

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 5: Castleberry ISD will achieve a School First Rating of an A for the 2021-2022 school year.

Evaluation Data Sources: Monthly budget reviews, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Financial Services will monitor all School FIRST indicators prior to fiscal year 2022 audit. Strategy's Expected Result/Impact: All indicators will fall within the A range Staff Responsible for Monitoring: Executive Director of Financial Services Problem Statements: District Processes & Programs 17	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Financial Services will ensure that all salary budget codes are in the correct function. 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	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 5 Problem Statements:

District Processes & Programs
Problem Statement 17: Unassigned fund balance did not have 75 days of operating expenses. Root Cause: Committed fund balance was higher than needed.

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Performance Objective 6: Monitor the budget monthly throughout the year with Superintendent and Executive Director of Finance to ensure expenditures do not exceed earned revenue.

Evaluation Data Sources: Monthly budget reviews

Strategy 1 Details	Reviews			
Strategy 1: Superintendent and Executive Director of Finance will discuss the monthly expenditures versus the earned revenue at each one on one meeting. Strategy's Expected Result/Impact: Monthly budget reviews Staff Responsible for Monitoring: Executive Director of Financial Services, Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Six weeks Summary of Finance/Budget Staff Responsible for Monitoring: Executive Director of Financial Services, Superintendent, Management Information Systems Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Financial Services will monitor yearly ADA with budget each week and review at each cabinet meeting. Strategy's Expected Result/Impact: Monthly ADA/budget reconciliations Staff Responsible for Monitoring: Executive Director of Finance	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Promote and Maintain a Safe and Healthy Environment

Performance Objective 1: Consistently incorporate safety and security measures that safeguard the campus and learning environments.

High Priority

Evaluation Data Sources: Weekly Exterior Door Sweeps, TEA Partial Summer Safety Audit (2022), Internal Safety Audit (Texas School Safety Center), External Safety Audit (Empowered Actions) that include Student, Staff, and Parent Surveys, Campus Drill Evaluation Forms

Strategy 1 Details	Reviews			
Strategy 1: Develop, implement, and assess district safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies Staff Responsible for Monitoring: Assistant Superintendent, CISD Police Department, Safety Monitors (Secondary Campuses), Principals, Safety and Security Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to be active and visible on district campuses (interior and exterior) and facilities through various usage of safety and security personnel that includes daily door checks and patrolling exterior campuses. Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity. Staff Responsible for Monitoring: CISD Police Department, Safety Monitors (Secondary Campuses), Principals, Safety and Security Coordinator Problem Statements: District Processes & Programs 19 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review, monitor, and revise the Standard Response Protocol, Emergency Operations Plan, and Active Threat Annex. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, CISD Police Department Safety Monitors (Secondary Campuses), Principals, Safety and Security Coordinator, Counselors Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure that all safety drills, staff trainings, and facility checks are conducted and debriefed with corrective actions, as necessary. Incorporation and completion of the ALERT/ CRASE (Active Shooter) Training Programs for all staff. Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, CISD Police Department, Safety Monitors (Secondary Campuses), Principals, Safety and Security Coordinator Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms. Strategy's Expected Result/Impact: Lower number of student discipline referrals Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Counselors Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Teaching, Learning, and Innovation will work with teachers during professional learning, PLCs, and planning time to provide strategies for creating clear student expectations in the learning environment that promotes respectful and responsible interactions. Strategy's Expected Result/Impact: Teachers promote positive digital citizenship skills each time students participate or collaborate online Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Principals, Counselors	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 19: Exterior doors being left open. Root Cause: Propping Doors Open

Goal 5: Promote and Maintain a Safe and Healthy Environment

Performance Objective 2: Implementation of School Behavioral Threat Assessment teams that conducts behavioral threat assessments to serve at each campus of the district.

High Priority

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			
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. Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities Staff Responsible for Monitoring: Safe and Supportive School Staff	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 5: Promote and Maintain a Safe and Healthy Environment

Performance Objective 3: 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			
Strategy 1: Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings. Strategy's Expected Result/Impact: Annual attendance goals met Staff Responsible for Monitoring: At-risk Outreach Coordinator, Assistant Superintendent of Student Services, Facilities, and Operations, Director of School and Student Support, Counselors, Principals, Special Education Staff Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to offer more made-from-scratch recipes to students and staff while providing nutrition education about their daily food choices to encourage a healthy lifestyle. Strategy's Expected Result/Impact: Increase in the amount of healthy meals served Staff Responsible for Monitoring: Child Nutrition Director and District Chef Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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.) and crisis prevention responsive services. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Education, Principals, Director of School and Student Support, Social Workers, Crisis Counselor, and Counselors Problem Statements: District Processes & Programs 14 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, police officers, and administrators). Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities. Staff Responsible for Monitoring: Counselors, Social Workers, CISD Police Department, Safe and Supportive School Staff Problem Statements: District Processes & Programs 14 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness. Strategy's Expected Result/Impact: Increased availability of resources for staff, students, and families. Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Counselors, Director of School and Student Support Problem Statements: District Processes & Programs 13	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 13: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.
Problem Statement 14: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Goal 5: Promote and Maintain a Safe and Healthy Environment

Performance Objective 4: Develop and maintain a strong cybersecurity posture to ensure the safety of student and staff data.

High Priority

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

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Teaching, Learning, and Innovation will provide support to teachers during PLCs with content standards, planning, and a focus on targeted instructional practices to improve student learning.
1	1	20	The district will implement MAP testing with a focus on utilizing the data reports to pinpoint student growth areas and develop effective interventions where needed.
1	3	1	Each nine weeks, campuses will present data collected during progress monitoring and revise targeted action plans including MTSS plans based on data from unit assessments, campus-based assessments, and district benchmarks.
1	3	4	Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.
1	3	5	Special Programs will align focus areas with RDA results and progress monitor on targeted goals in STAAR areas.
1	3	6	The district will provide on-going professional learning for teachers and administrators on how to use MAP data reports to drive instruction in small groups as well as tiered groups for instruction.
1	3	7	The district will create and implement new procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, and Tier III of MTSS.
1	3	9	Closely monitor the creation of the campus master schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas.
1	3	10	Provide continuous professional development to special education teachers regarding instructional best practices such as effective IEP goal writing and data driven decision making.
5	1	5	Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	4	2		ESSR	\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	7			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
3	5	4	Human Resources		\$0.00
4	1	2			\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$285,000.00
4	3	1	Anonymous staff survey platform		\$0.00
4	3	1	TASB HR Salary Review		\$0.00
4	3	2			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
Sub-Total					\$285,000.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	4	Human Resources		\$0.00
Sub-Total					\$0.00
199 - General Fund: State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	13			\$0.00
1	1	15			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
2	1	4			\$0.00
2	1	7			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
3	2	1	Printed Materials, Technology, Postage		\$0.00
3	4	1	Technology		\$0.00
3	4	2	Printed Materials, Training Supplies, Human Resources, Refreshments for families, Activity Supplies, Outside Trainers		\$0.00
3	4	3	Printed Materials, Training Supplies, Technology, Refreshments for families		\$0.00
3	4	4	Technology, Human Resources		\$0.00
3	4	5	Reading Materials (printed and electronic), Technology, Internet access		\$0.00
3	4	6	Printed Materials, Outside Speakers, Activity Supplies, Technology, Refreshments for families		\$0.00
3	5	1	Training Supplies, Activity Supplies, Printed Materials, Human Resources		\$0.00
3	5	5	Training Materials, Books, Activity Supplies		\$0.00
3	5	7	Outside speakers, training materials, refreshments for families		\$0.00
4	1	1			\$0.00
5	3	3			\$0.00
5	3	4			\$0.00
Sub-Total					\$0.00
215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	3	4			\$0.00
1	5	2			\$0.00

215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7			\$0.00
2	3	3			\$0.00
Sub-Total					\$0.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
1	3	9			\$0.00
1	3	10			\$0.00
Sub-Total					\$0.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	11			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
261 - Title III-A, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6			\$0.00
Sub-Total					\$0.00
262 - Title II, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00

262 - Title II, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
3	5	2	Training Materials		\$0.00
3	5	3	Training Materials, Refreshments for families		\$0.00
3	5	6	Speaker, Technology, transportation, child care.		\$0.00
3	5	7	Outside speakers, training materials, refreshments for families		\$0.00
Sub-Total					\$0.00
425 - Teacher Induction/Mentor					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	After-school mentor/mentee program development		\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
Sub-Total					\$0.00

410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	1	13			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A - IR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	19			\$0.00
3	5	2	Technology, Training Materials		\$0.00
Sub-Total					\$0.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	1	20			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	3	1			\$0.00
2	3	3			\$0.00
3	3	1	Attendance Incentives, Printed Materials, Human Resources		\$0.00
3	3	2	Printed Materials, Human Resources		\$0.00
3	3	3	Printed Materials, Technology, Human Resources		\$0.00
3	3	4	Human Resources, printed materials, technology		\$0.00
3	3	5	Technology, Human Resources		\$0.00

Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
199 - General Fund: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
Sub-Total					\$0.00
TEA Strong Foundations Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
Sub-Total					\$0.00

Addendums

A-F Accountability Ratings

Scott Hutchings
Secondary Math and
Accountability Coordinator

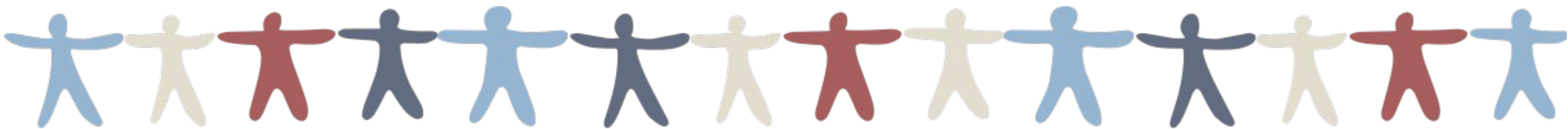
2022 - 2023



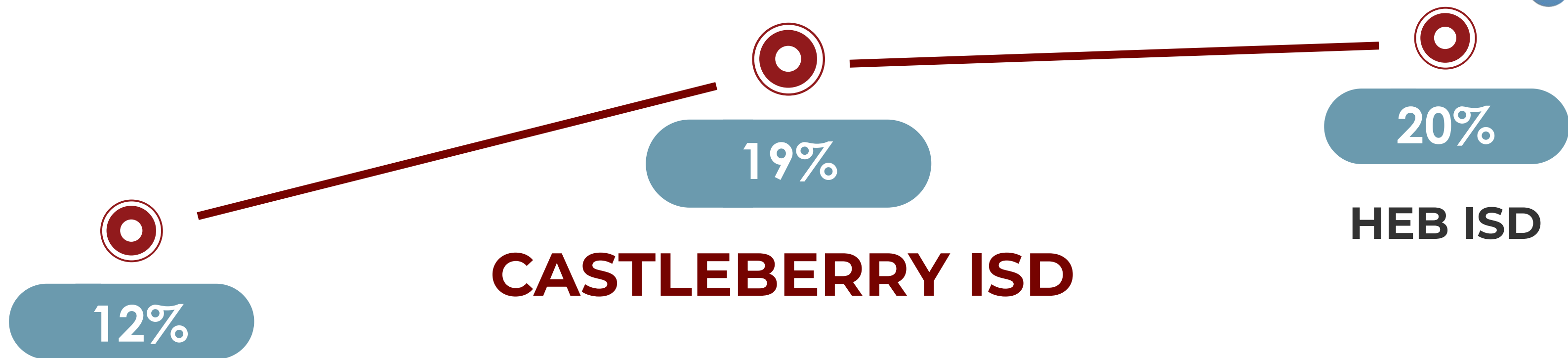
Notes about 2022 Accountability



- Senate Bill 1365, "Not Rated" for campuses/districts that do not meet the performance target to earn at least a C
- Reading, Language Arts did not include a writing component
- Same measurement system and scale from 2019



Castleberry ISD 2nd Highest Improvement In Tarrant County



Texas State
Average

-Morris Foundation



20 Tarrant County School Districts

County Average

Overall Score 86

Eco Dis 51%

Aledo ISD (**94**) 13%

Arlington ISD (**85**) 73%

Azle ISD (**85**) 49%

Birdville ISD (**84**) 60%

Burleson ISD (**86**) 32%

Carroll ISD (**98**) 1%

Castleberry ISD  88%

Crowley ISD (**85**) 72%

Eagle Mt. Saginaw ISD (**87**) 44%

Everman ISD (**87**) 93%

Fort Worth ISD (**81**) 85%

Godley ISD (**82**) 41%

Grapevine-Colleyville ISD (**93**) 23%

Hurst-Euless-Bedford ISD (**93**) 61%

Keller ISD (**88**) 26%

Kennedale ISD (**84**) 45%

Lake Worth ISD (**67**) 87%

Mansfield ISD (**88**) 42%

Northwest ISD (**89**) 24%

White Settlement ISD (**81**) 55%



Irma Marsh Middle



	2019	2021	2022
Domain 1	69	56	65
Domain 2G	66	N/A	79
Domain 2RP	79	66	75
Domain 3	68	65	71
Overall	76	66	

Irma Marsh Middle



	2019	2021	2022
Domain 1	69	56	65
Domain 2G	66	N/A	79
Domain 2RP	79	66	75
Domain 3	68	65	71
Overall	76	66	77



Castleberry Elementary



	2019	2021	2022
Domain 1	72	51	64
Domain 2G	69	N/A	80
Domain 2RP	79	69	70
Domain 3	69	65	74
Overall	76	68	

Castleberry Elementary



	2019	2021	2022
Domain 1	72	51	64
Domain 2G	69	N/A	80
Domain 2RP	79	69	70
Domain 3	69	65	74
Overall	76	68	78



AV Cato Elementary



	2019	2021	2022
Domain 1	71	53	69
Domain 2G	70	N/A	92
Domain 2RP	78	70	75
Domain 3	70	69	76
Overall	76	70	

AV Cato Elementary



	2019	2021	2022
Domain 1	71	53	69
Domain 2G	70	N/A	92
Domain 2RP	78	70	75
Domain 3	70	69	76
Overall	76	70	87



Castleberry High School



	2019	2021	2022
Domain 1	84	79	82
Domain 2G	80	N/A	73
Domain 2RP	85	85	87
Domain 3	77	78	74
Overall	83	83	

Castleberry High School



	2019	2021	2022
Domain 1	84	79	82
Domain 2G	80	N/A	73
Domain 2RP	85	85	87
Domain 3	77	78	74
Overall	83	83	83



Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✗ ELA/Reading

✓ Mathematics

✓ Science

✓ Social Studies

✗ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

Joy James Elementary



	2019	2021	2022
Domain 1	67	55	76
Domain 2G	70	N/A	93
Domain 2RP	74	70	85
Domain 3	74	68	88
Overall	74	69	

Joy James Elementary



	2019	2021	2022
Domain 1	67	55	76
Domain 2G	70	N/A	93
Domain 2RP	74	70	85
Domain 3	74	68	88
Overall	74	69	92



Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

✓ ELA/Reading

✗ Mathematics

✗ Science

Not Eligible Social Studies

✓ Comparative Academic Growth

✗ Postsecondary Readiness

✓ Comparative Closing the Gaps

Reach High School



	2019	2021	2022
Domain 1	79	80	92
Domain 2	71	N/A	N/A
Domain 2	N/A	N/A	N/A
Domain 3	N/A	N/A	N/A
Overall	83	80	

Reach High School



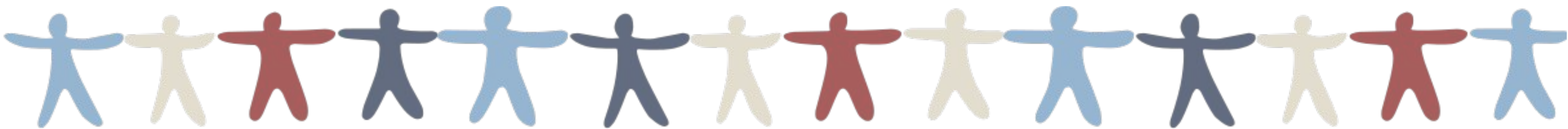
	2019	2021	2022
Domain 1	79	80	92
Domain 2	71	N/A	N/A
Domain 2	N/A	N/A	N/A
Domain 3	N/A	N/A	N/A
Overall	83	80	97





Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.



Castleberry ISD



	2019	2021	2022
Domain 1	78	74	80
Domain 2	70	N/A	85
Domain 2	85	83	90
Domain 3	77	78	75
Overall	83	82	

Castleberry ISD

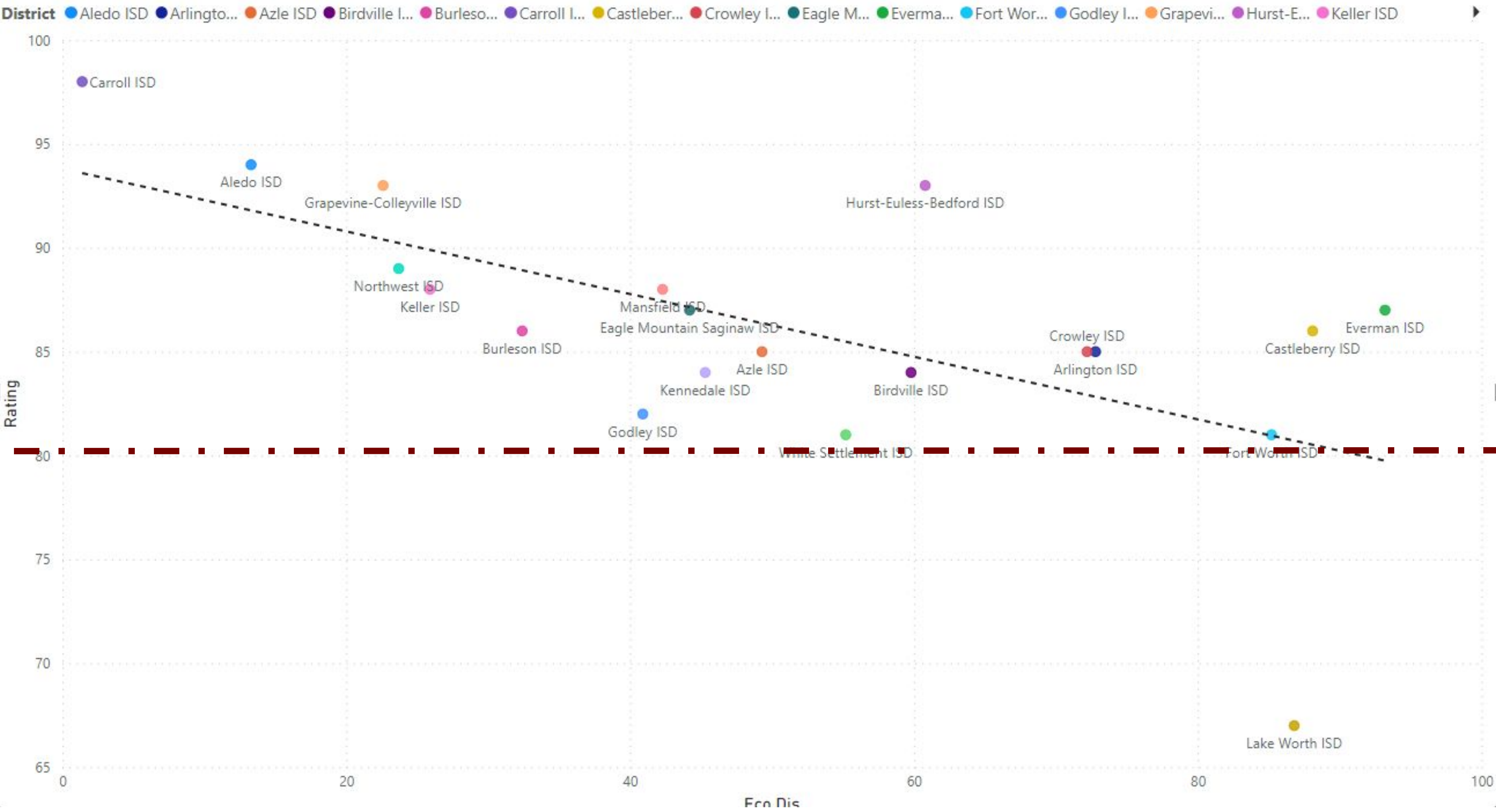


	2019	2021	2022
Domain 1	78	74	80
Domain 2	70	N/A	85
Domain 2	85	83	90
Domain 3	77	78	75
Overall	83	82	86









	Castleberry ISD	Fort Worth ISD
Performance		
Overall Accountability Rating	B ✓	B
Approaches Grade Level or Above	67% ✓	60%
Meets Grade Level or Above	35% ✓	32%
Masters Grade Level	14% ✓	12%
Academic Growth	73% ✓	69%
Graduation Rates	4-Year: 92.8% 5-Year: 94.4% 6-Year: 94.0%	4-Year: 85.7% 5-Year: 89.2% 6-Year: 89.7%
College, Career, or Military Readiness	68% ✓	59%
2020-21 Student Information		
Total Enrollment	3,616	76,754 ✓
% Economically Disadvantaged	85.2% ✓	85.5%
% Receiving Special Education Services	12.7% ✓	10.4%
% Emergent Bilingual/English Learner	36.4% ✓	34.8%
2020-21 Staff Information		
Average Years of Experience by Teacher	7.5	11.2 ✓
School Designations		
School Designations	N/A	N/A
SAT/ACT Performance		
Average SAT Score	899	925 ✓

	Castleberry ISD	Lake Worth ISD
Performance		
Overall Accountability Rating	B ✓	Not Rated
Approaches Grade Level or Above	67% ✓	51%
Meets Grade Level or Above	35% ✓	24%
Masters Grade Level	14% ✓	8%
Academic Growth	73% ✓	68%
Graduation Rates	4-Year: 92.8% 5-Year: 94.4% 6-Year: 94.0%	4-Year: 92.9% 5-Year: 86.9% 6-Year: 93.8%
College, Career, or Military Readiness	68% ✓	34%
2020-21 Student Information		
Total Enrollment	3,616 ✓	3,309
% Economically Disadvantaged	85.2%	89.8% ✓
% Receiving Special Education Services	12.7% ✓	10.8%
% Emergent Bilingual/English Learner	36.4% ✓	21.4%
2020-21 Staff Information		
Average Years of Experience by Teacher	7.5	8.5 ✓
School Designations		
School Designations	N/A	N/A
SAT/ACT Performance		
Average SAT Score	899	938 ✓

Failure to Leadershift

#1 | Blockbuster

#2 | Blackberry

#3 | Yahoo

#4 | Xerox

#5 | MySpace





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Technology Evaluation 2022

Modern Learning (BrightBytes) Survey Results



Support

Communication
Environment
Leadership
Technical



Instruction

Critical Thinking
Collaboration
Creativity
Tools



SEL

(Students)

Self-Management
Self-Awareness
Emotion Knowledge
Social Awareness
Online Safety
Beliefs

NEW



Access

Devices
Internet



Skills

Digital Citizenship
Online Skills

Participants in March, 2022 Data Collection

AV Cato

Students	281
Teachers	40
Admin	3
Parents	69

Castleberry Elementary

Students	312
Teachers	46
Admin	3
Parents	103

Joy James

Students	175
Teachers	33
Admin	2
Parents	53

Irma Marsh

Students	637
Teachers	62
Admin	4
Parents	86

Castleberry High School

Students	706
Teachers	50
Admin	5
Parents	74

REACH

Students	21
Teachers	4
Admin	4
Parents	4

District

Students	2,132
Teachers	235
Admin	21
Parents	385

Access

52%

Students have a personal device at home

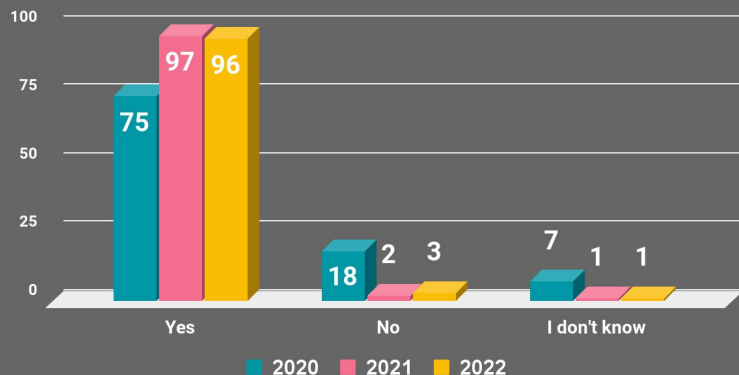
18%

Students share a personal device at home

30%

Students do not have a device at home

% of Student Internet Access



Game Changers



Maintain 1:1 in PK-12

Our Strengths

District provided 1:1 devices in PK - 12

99%

Students have access to a device to complete work

Area Needing Growth

WiFi Hubs needed in areas not covered by DE4A Towers

3%

Students do not have Internet at home

Support

98%

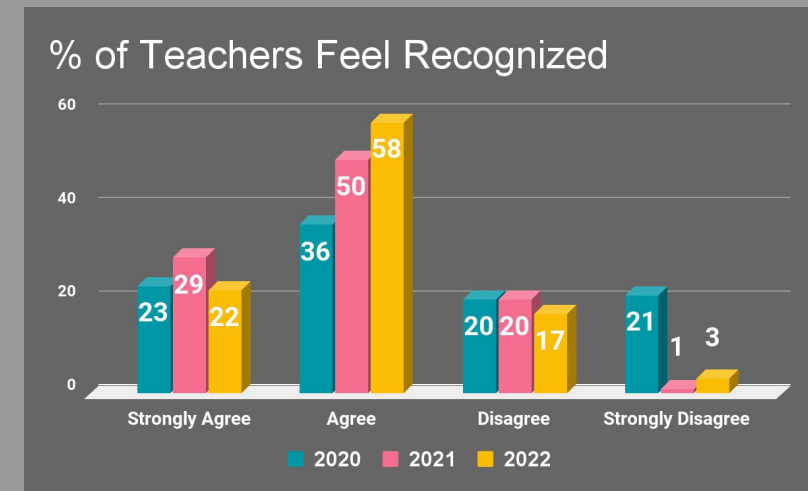
Students have access to technical support when needed

100%

Teachers have access to technical support when needed

97%

Teachers feel supported when technology problems disrupt instruction



Game Changers

Highlight Teachers who take risks using technology in new ways



Our Strengths



School leadership encourages teachers to try new things with technology

96%

Teachers feel encouraged to try new things with technology

Area Needing Growth

Recognizing teachers for integrating technology into their lessons



20%

Teachers do not feel recognized for integrating technology

92%

Of teachers use
Canvas weekly

63%

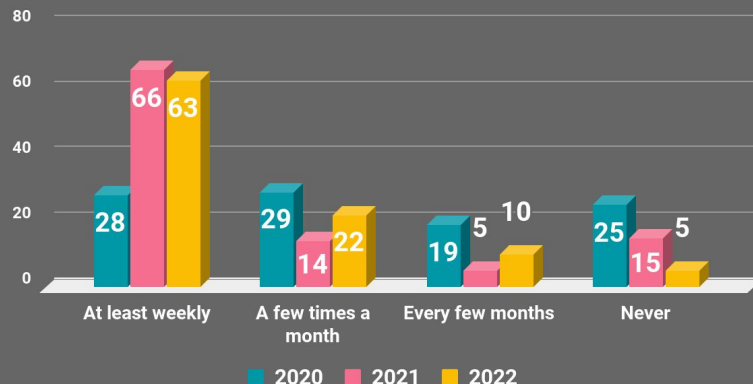
Of teachers
facilitate online
content creation
monthly

58%

Of teachers use
Educational
Applications
weekly

Instruction

Student Created Digital Products



Game Changers

Flipped instructional practices
Model use of new technologies



Our Strengths

Teachers facilitate online
learning.

81%

Of teachers say
they create online
instructional
activities

Area Needing Growth

Engage virtually with
experts

15%

Teachers ask
students to
virtually meet
with experts

Social and Emotional Learning (SEL)



83%

Students feel safe while learning online

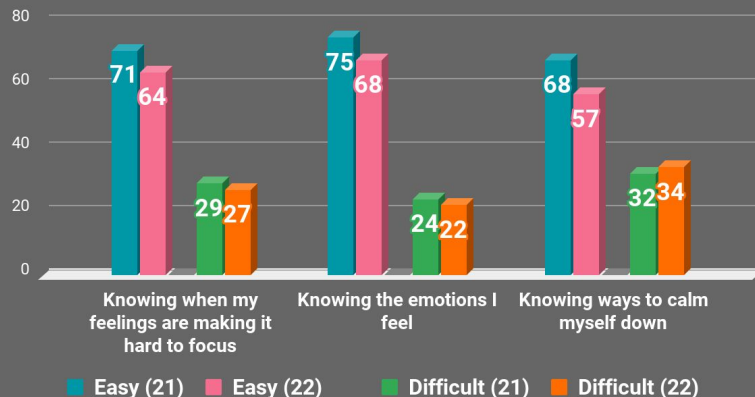
98%

Teachers feel safe facilitating online learning

89%

Parents say that their child feels safe in online learning

Student Awareness of their Social Emotional State



Game Changers



Create instructional environments allowing students to succeed both academically and socially



Our Strengths



77% of Teachers feel students are more engaged when using technology

71%

Students say they pay more attention when using technology for learning

Area Needing Growth

Preparing students to complete difficult tasks



51%

Students find it difficult to finish tasks that are hard

86%

Teachers say
students treat each
other respectfully

87%

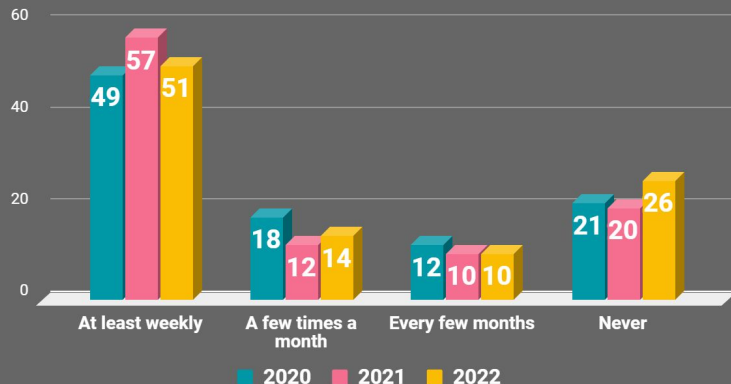
Parents say
students treat each
other respectfully

65%

Students say they
treat each other
respectfully

skills

Student Writing Online Outside of School



Game Changers



Include Real World applications in
lesson activities



Offer students choice in showcasing
their learning



Our Strengths



95% of teachers find it easy to post
videos or photos online

81%

Students find it
easy to post
videos and
photos online

Area Needing Growth



Include lesson activities
that encourage students
to read and write outside
of school

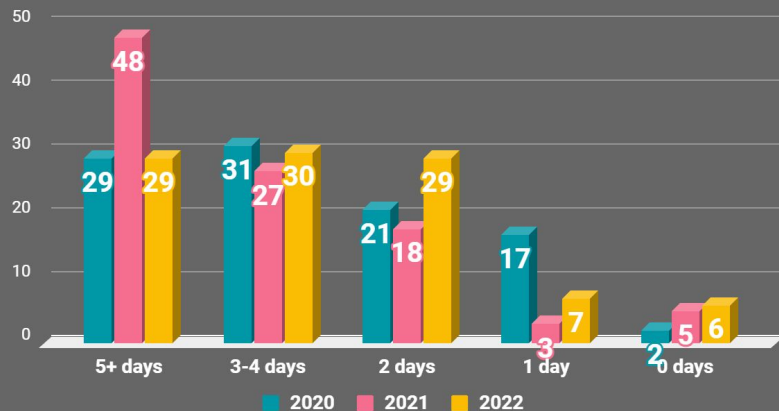
41%

Students do not
read or write online
outside of school

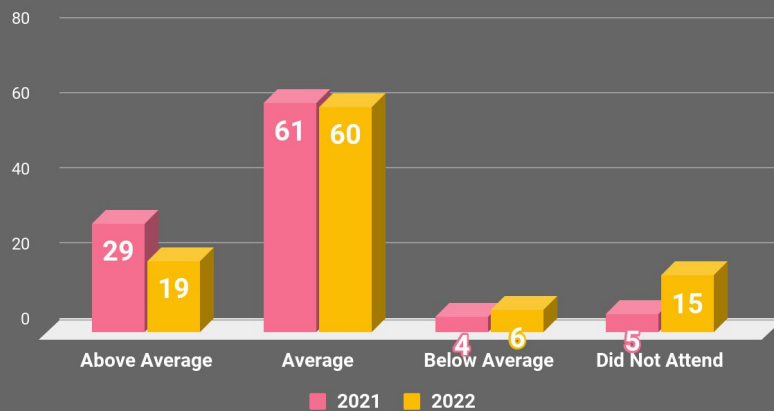
Open Response for Professional Learning



Time spent in PL Offered by CISD



Quality of PL sponsored by CISD



Teacher Requested PL Through CISD

47%

Classroom
Management with
Technology

47%

Opportunities for
Critical Thinking

45%

Social Emotional
Learning

40%

Blended Learning
Platforms
(Canvas)

New Accountability Updates

Scott Hutchings
Secondary Math and
Accountability Coordinator

2022 - 2023



Agenda

#1 | Three Major Changes

#2 | Overall District Score Calculation

#3 | Growth Calculation

#4 | Domain 3 Closing the Gaps Targets

#5 | Questions



STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

80

B

Student Achievement Components	2019 Value	New Value
STAAR Performance Approaches	70	65
STAAR Performance Meets	38	35
STAAR Performance Masters	15	14
STAAR Performance Raw Score	41	38
STAAR Performance Scaled Score	71	67
CCMR Raw Score	54	68
CCMR Scaled Score	82	92
Graduation Rate Raw Score	95.8	94.4
Graduation Rate Scaled Score	85	80
Campus within district with Student Achievement Domain grade of D or F?		Yes

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

90

A

School Progress Components	2019 Value	New Value
Academic Growth Raw Score	66	73
Academic Growth Scaled Score	70	85
Economically Disadvantaged %	82.6	82.6
Economically Disadvantaged % Grouping	82.1 to 83	88.1 to 89
Relative Performance Raw Score	48	53
Relative Performance Scaled Score	85	90
Campus within district with School Progress Domain grade of D or F?		No

RECALCULATE NEW VALUES

OVERALL SCORE AND GRADE

86

B

Campus within district with overall grade of D or F?

RESET ORIGINAL VALUES

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

75

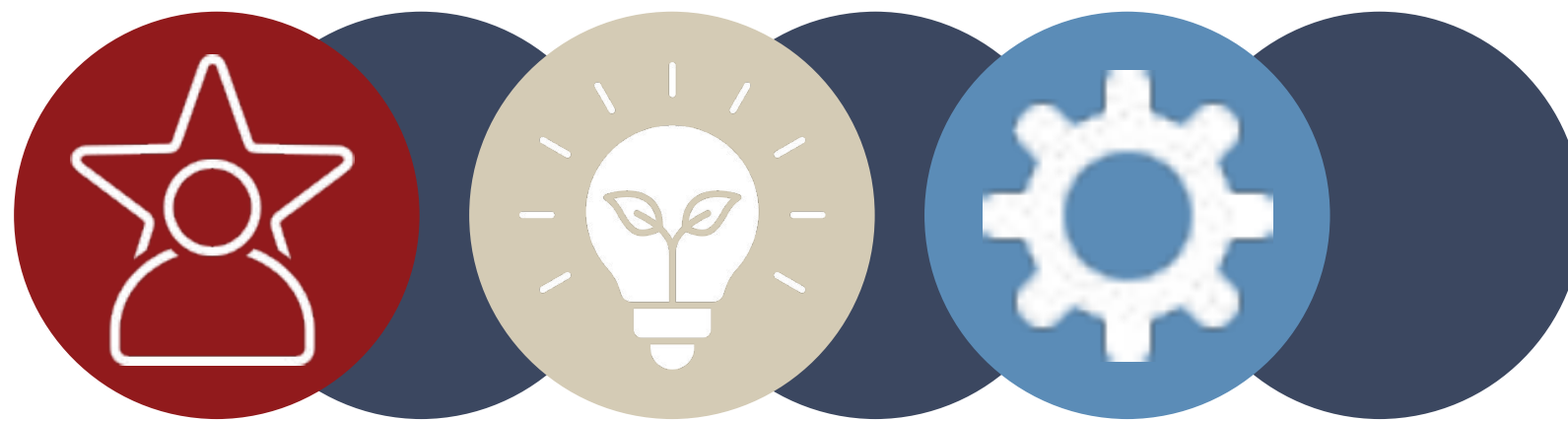
C

Closing the Gaps Components	Values
Academic Achievement	
2019 Values:	8 out of 20
New Values:	5 out of 21
Graduation Rate	
2019 Values:	2 out of 5
New Values:	3 out of 6
English Language Proficiency	
2019 Values:	0 out of 1
New Values:	0 out of 1
School Quality	
2019 Values:	7 out of 7
New Values:	7 out of 7
Campus within district with Closing the Gaps Domain grade of D or F?	No

Before the
Accountability
Reset.



District Calculations

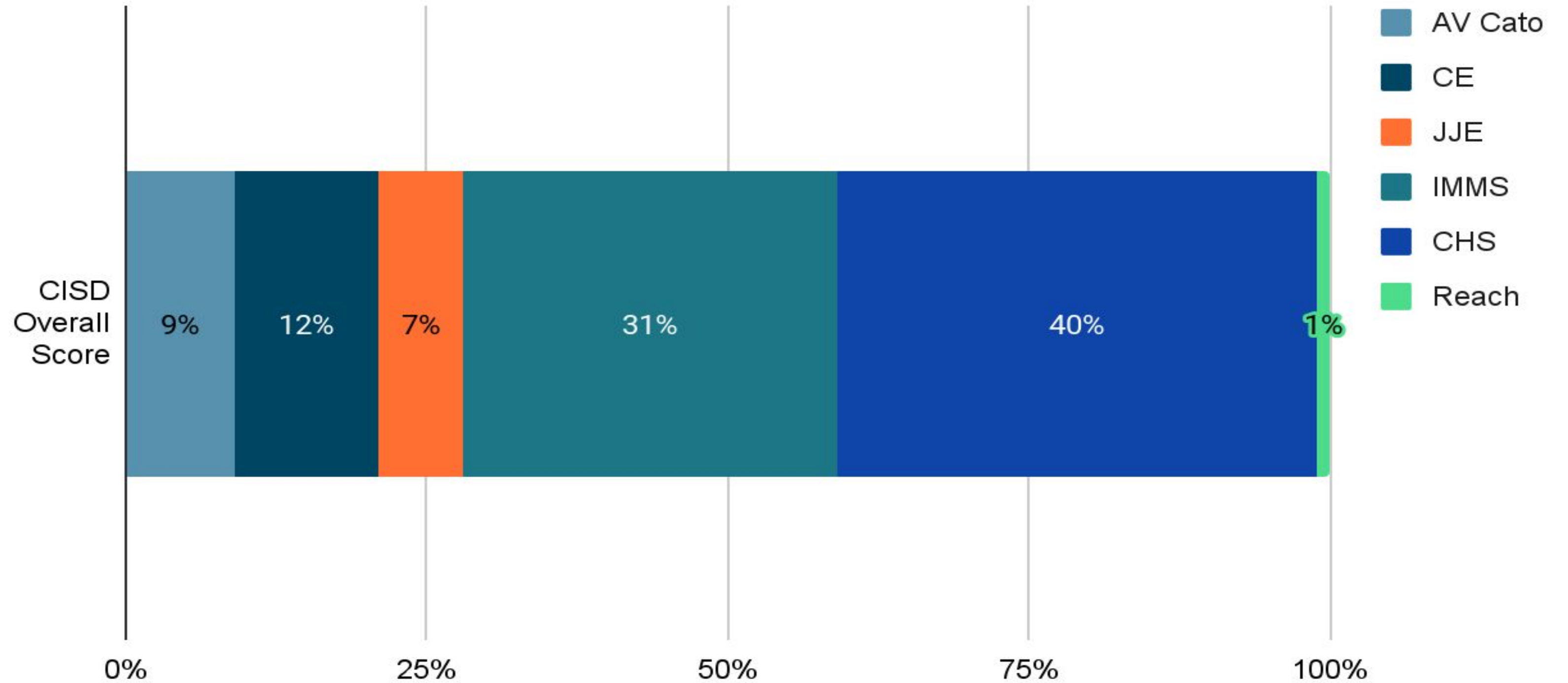


EMPOWER

INSPIRE

INNOVATE

Percent of District Score



What If 2022: District Rating

2022 Campus	Rating	# students	multiplier (%)	Points for the district	2022 District	2023 Post Reset
AV Cato	87 (B)	265	10%	8.7 pts	CISD 86 (B)	CISD 82 (B)
CE	78 (C)	308	12%	9.36 pts		
Joy James	92 (A)	191	7%	6.44 pts		
Irma Marsh	77 (C)	834	32%	24.3 pts		
CHS	83 (B)	998	38%	31.54 pts		
Reach HS	97 (A)	24	1%	.97 pts		

Failure to Leadershift

#1 | Blockbuster

#2 | Blackberry

#3 | Yahoo

#4 | Xerox

#5 | MySpace

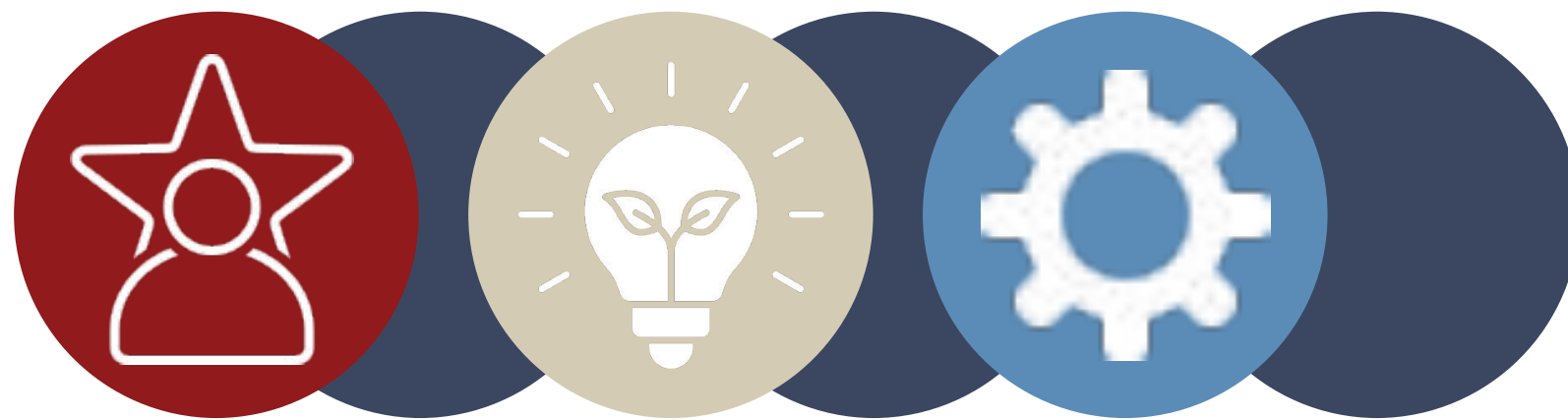


What If 2023: District Rating

2023 Campus	Rating	# students	multiplier (%)	Points for the district	2022 District	2023 Post Reset
AV Cato	75 (C)	249	9%	6.75 pts	CISD 86 (B)	CISD 78 (C)
CE	71 (C)	310	12%	8.52 pts		
Joy James	86 (C)	180	7%	6.02 pts		
Irma Marsh	74 (C)	823	31%	22.94 pts		
CHS	83 (B)	1049	40%	33.2 pts		
Reach HS	97 (B)	25	1%	.97 pts		



Growth



EMPOWER

INSPIRE

INNOVATE



2022 Growth

Texas Education Agency
2022 Academic Growth
CASTLEBERRY ISD (220917) - TARRANT COUNTY

Academic Growth Score

	0 Point		1/2 Point		1 Point		Calculations		
	Count	Earned	Count	Earned	Count	Earned	Points	Count	Rate
Both Subjects	627	0.0	224	112.0	1,880	1,880.0	1,992.0	2,731	73
Reading / ELA	283	0.0	91	45.5	967	967.0	1,012.5	1,341	76
Mathematics	344	0.0	133	66.5	913	913.0	979.5	1,390	70

Growth Before Accountability Reset



4th – 8th Grade Reading

ELA 1 – ELA 2

4th Grade Math – Algebra 1

When students had a previous score in the same language.

Spanish → English Tester

Growth was not calculated when switching testing language

8th Grade Reading → English 1 EOC

Growth was not calculated due to difference in scoring with the inclusion of an essay on English 1 EOC.

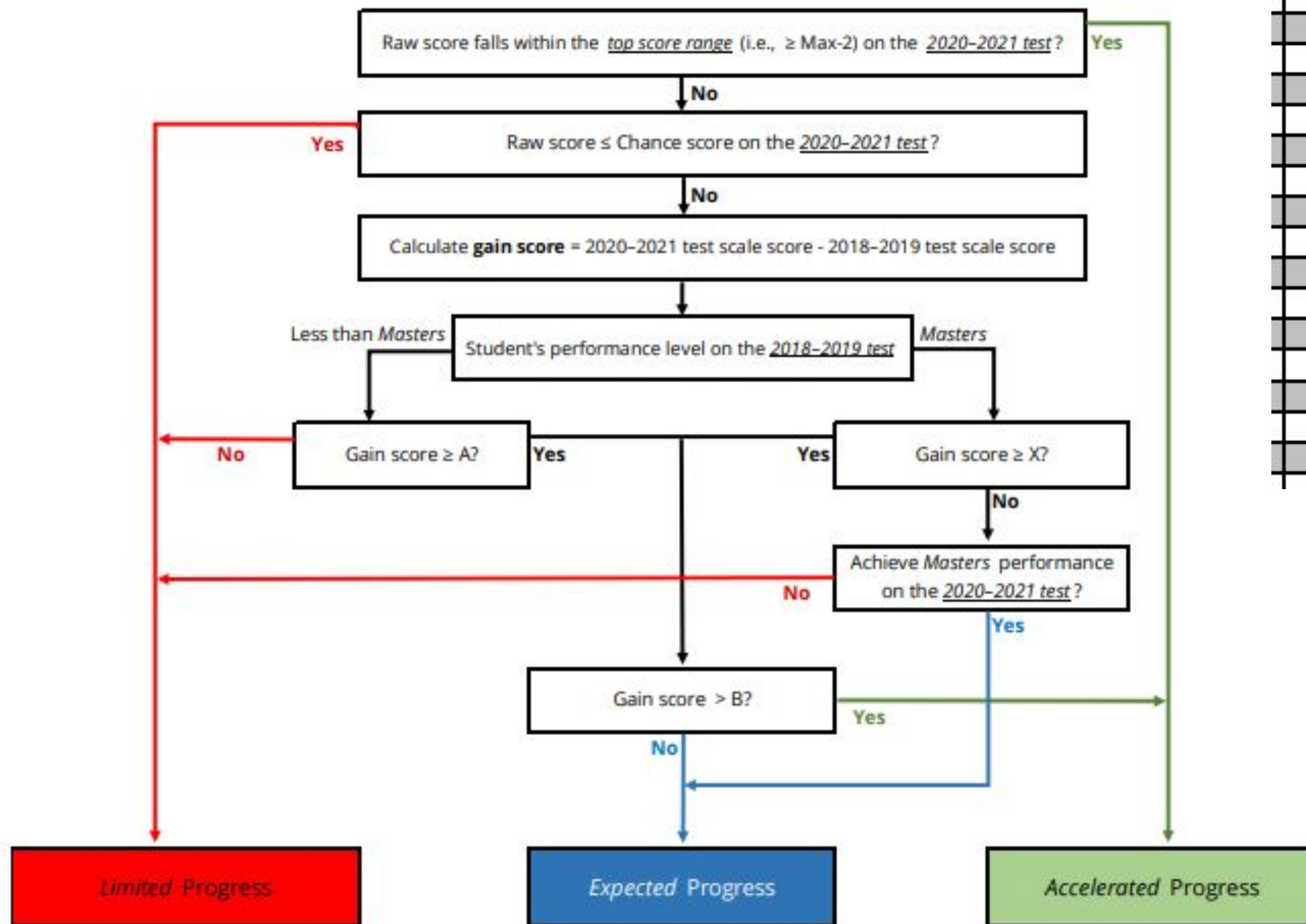
Science and Social Studies

Growth was not calculated as students only test in 5th, 8th, and 9th grade for science, and 8th and 11th for Social Studies.



Previous Methodology

Guide to Computing the STAAR Progress Measure



2018-2019 Grade/Subject	A ¹	X ²	B ³	MAX ⁴	Chance ⁵
7	12	56	166	42	9
6	47	82	201	42	9
5	75	130	229	42	9
4	111	184	265	42	9
3	214	258	368	42	9
6	35	26	145	40	9
5	63	74	173	40	9
4	99	128	209	40	9
3	202	202	312	40	9
5	28	48	147	38	8
4	64	102	183	38	8
3	167	176	286	38	8
4	36	54	135	36	8
3	139	128	238	36	8
7	26	30	109	44	11



Growth

Domain II: Progress Measure

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	2	3	3	3
High Did Not Meet Grade Level	0	$\frac{1}{2}$	1	2	3	3
Low Approaches Grade Level	0	0	$\frac{1}{2}$	1	2	3
High Approaches Grade Level	0	0	0	$\frac{1}{2}$	1	2
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

2 Significant Considerations



Reading Language Arts Tests to include Extended Constructed responses for grades 3rd → 10th.

Students have to increase their performance levels from their last year's reading test, to this year's reading test that includes extended writing responses.

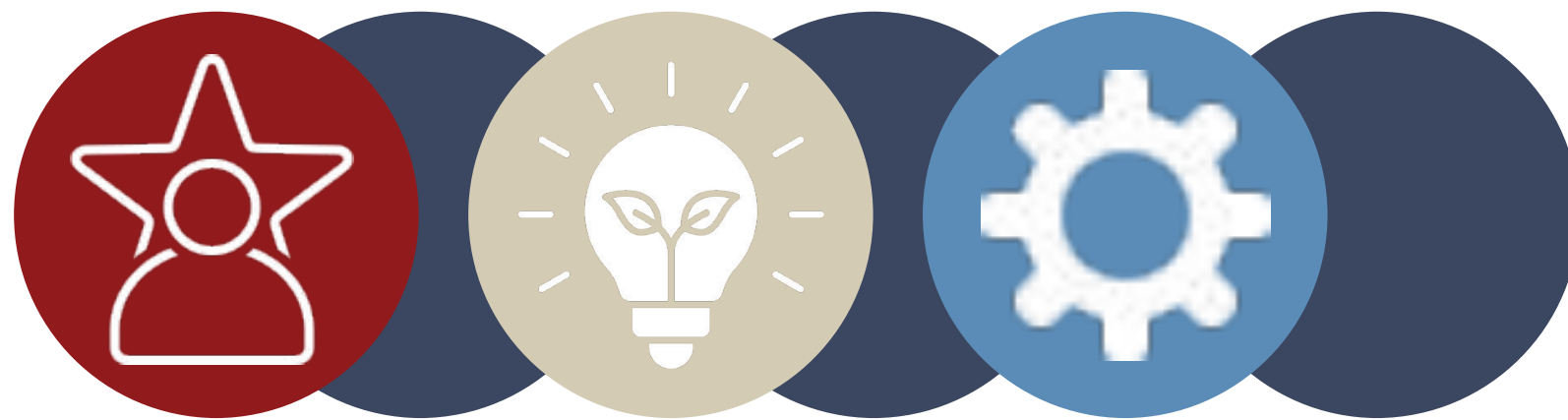
Incorporation of new interactive item types for all STAAR Tests.

All STAAR tests in 2022-2023 will include at least 75% non-multiple choice questions.





Domain 3



EMPOWER

INSPIRE

INNOVATE



Domain 3 Before Accountability Reset



Meets and Masters

Federal Targets by Subpopulation.

Growth or Graduation

Growth for EL and MS, Graduation for HS/District

English Language Proficiency Status

Students leveling up in their TELPAS rating or remaining Advanced High.

Component Score or CCMR

Component Score by Subpopulation for EL and MS,
CCMR for HS/District

Accountability Reset

Domain III: Closing the Gaps

No longer Yes/No, beginning in 2022-2023 campuses score 0 – 4.



Points	Definition
4	Met long-term target
3	Met interim target
2	Did not meet interim target but showed expected growth toward interim target
1	Did not meet interim target but showed minimal growth
0	Did not meet interim target and did not show minimal growth

New Interim Targets (RLA Meets/Masters)

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
Performance (Meets Grade Level or above)												
Reading/ELA	Baseline: 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	31%	43%	39%
	2027-28 through 2031-2032	62%	54%	58%	73%	62%	82%	63%	70%	45%	55%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	60%	67%	65%

**Long-Term and Interim Goals for ESSA Federal Accountability
2017-18 through 2031-32**

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL (Current and Former)
College, Career, and Military Readiness (HS and K-12)	Baseline: 2015-2016 Rates	47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%
	2017-18 through 2021-22	47%	31%	41%	58%	42%	76%	39%	53%	27%	39%	30%
	2022-23 through 2026-27	55%	41%	51%	68%	52%	86%	49%	63%	37%	49%	40%
	2027-28 through 2031-2032	67%	51%	61%	78%	62%	96%	59%	73%	47%	59%	50%
	2032-2033	77%	61%	71%	88%	72%	99%	69%	83%	57%	69%	60%
Student Success Indicator (EL, MS, and K-12/HS with no annual graduates): Student Achievement Domain-STAAR Component	Baseline: 2016-17 Rates	47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%
	2017-18 through 2021-22	47%	36%	41%	58%	46%	73%	48%	55%	23%	38%	37%
	2022-23 through 2026-27	57%	46%	51%	68%	56%	83%	58%	65%	33%	48%	47%
	2027-28 through 2031-2032	67%	56%	61%	78%	66%	93%	68%	75%	43%	58%	57%
	2032-2033	77%	66%	71%	88%	76%	99%	78%	85%	53%	68%	67%



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District Improvement Plan

2022 - 2023



District Priorities



**Achievement/
Accountability**

**Early Literacy/
Numeracy**

**Family/
Community
Engagement**

**Safety/Well
Being**

**Financial
Security**

Staff Retention

District Improvement Plan Components

#1 | Comprehensive Needs Assessment

#2 | DIP Goals

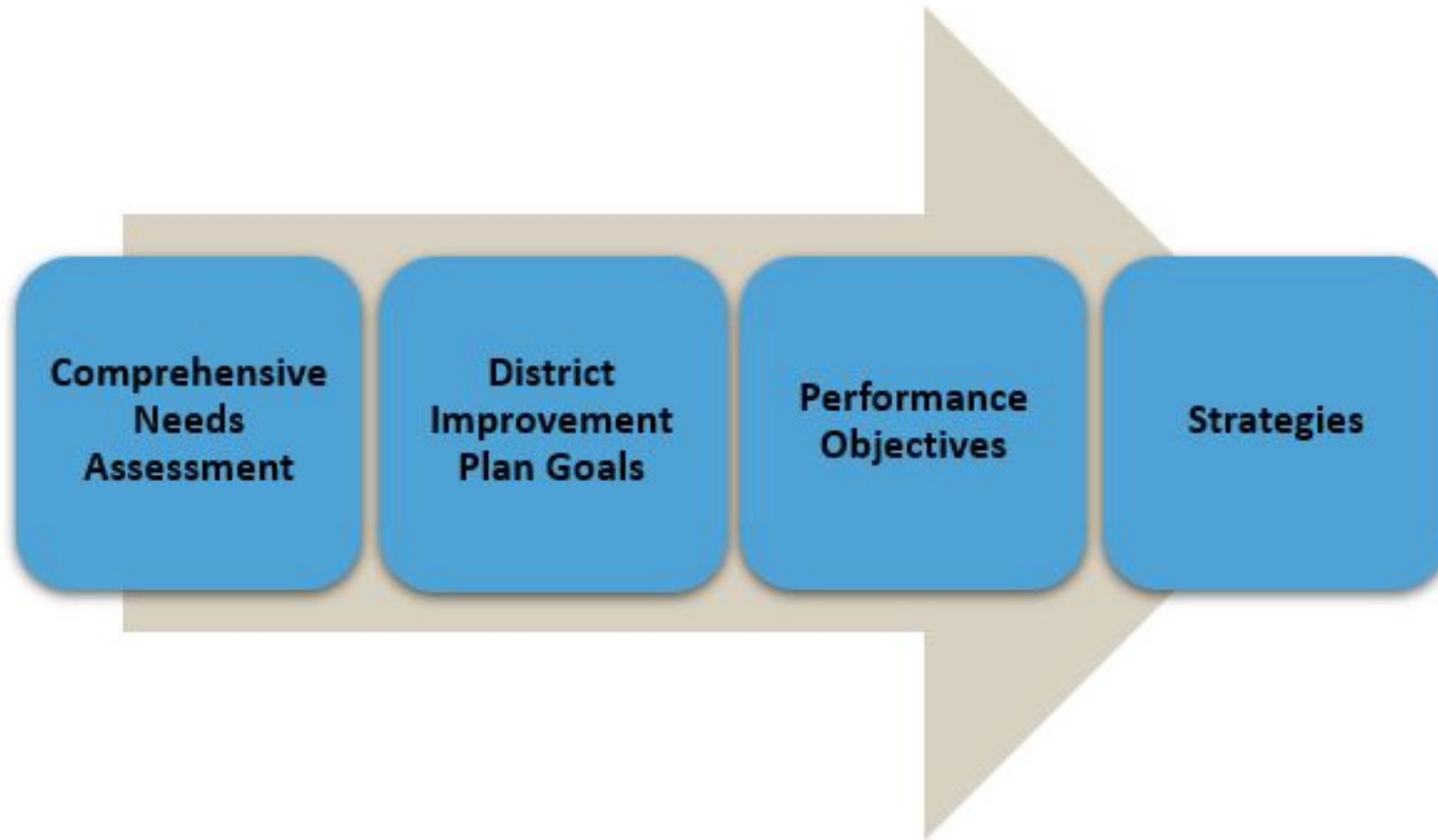
#3 | Performance Objectives

#4 | Strategies

#5 | Addendums



District Improvement Plan Process



Comprehensive Needs Assessment

(pgs. 4-33)

Demographics

**Student
Learning**

**District
Processes and
Programs**

Perceptions



Problem Statements

(pgs. 27-31)

The district has identified 36 Problem Statements with a Root Cause for each problem identified.

Example:

Problem Statement: English Language Arts/Reading STAAR has increased in all three performance levels since 2019 but falls below the state performance average (pg. 27).

Root Cause: The rigor of the instruction and questioning needs to be tightly aligned to assessments, including STAAR/EOC with a focus on student engagement in the reading and writing process.



District Improvement Plan Goals

(pg. 35)

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

Goal 2: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

Goal 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

Goal 5: Promote and Maintain a Safe and Healthy Environment



Performance Objectives

(pg. 35)

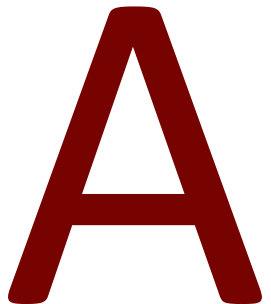
Each Goal has measuring performance objectives.

Example:

Performance Objective: Each campus will increase from an overall district component score of 39 to 60 in Student Achievement resulting in a scale score of 90 on the 2023 A-F Accountability Ratings (pg. 35). (Raw Scores: Approaches 90%, Meets 60%, Masters 30%)



2023 District Accountability Rating Goal

Campus	# students	Multiplier (%)	2022-2023 District Performance Objectives	2023 District Rating Goal
AV Cato	249	9%	Campus Domain 1: Increase from an overall district component score of 39 to 60 in Student Achievement resulting in a scale score of 90 (Raw Scores: Approaches 90%, Meets 60%, Masters 30%)	
CE	310	12%		
Joy James	180	7%		
Irma Marsh	823	31%		
CHS	1049	40%	Campus Domain 2: Increase Academic Growth from the district average of 73% to 82%	
Reach HS	25	1%	Campus Domain 3: Meet the targets of 95% of indicators	

Strategies

(pg. 35)



Under each Performance Objective, the strategies to achieve the objective are listed.

Example:

Performance Objective: Each campus will increase from an overall district component score of 39 to 60 in Student Achievement resulting in a scale score of 90 on the 2023 A-F Accountability Ratings (pg. 35). (Raw Scores: Approaches 90%, Meets 60%, Masters 30%)

Strategy: ELA/Reading will implement writing responses (short and extended) aligned to assessments to connect reading and writing in the guiding documents and provide explicit support in implementation (pg. 38).

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

- Results Driven Accountability (RDA) for Special Education
- HB3 CCMR
- Implementation of Numeracy Plan/Creation of Comprehensive Literacy Plan
- Focus on writing in all content areas
- Implementation of MAP testing/professional learning to drive instructional decisions



Goal 2: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success

- Texas Reading Academies-PreK, 2nd-3rd grades
- Emphasis on foundational literacy skills including connections to reading and writing/grammar
- Increasing student discourse for students to develop oral language and expression of ideas in reading, writing, and mathematics



Goal 3: Actively Partner with All Stakeholders to Promote Collaborative Engagement

- Promote REAL parent and family engagement building academic and behavioral partnerships
- Effectively utilizing communication methods to promote and encourage family engagement and partnerships
- Development of district Communications Procedures Brand Manual
- Strong emphasis on the importance of attendance while building relationships and providing supports





Goal 4: Optimize Resources to Sustain and Enhance Effective and Efficient Operations

- Assessment to determine facility needs for long range planning
- Focus on teacher retention and recruitment efforts
- Continuing to be fiscally responsible monitoring all Schools First indicators



Goal 5: Promote and Maintain a Safe and Healthy Environment

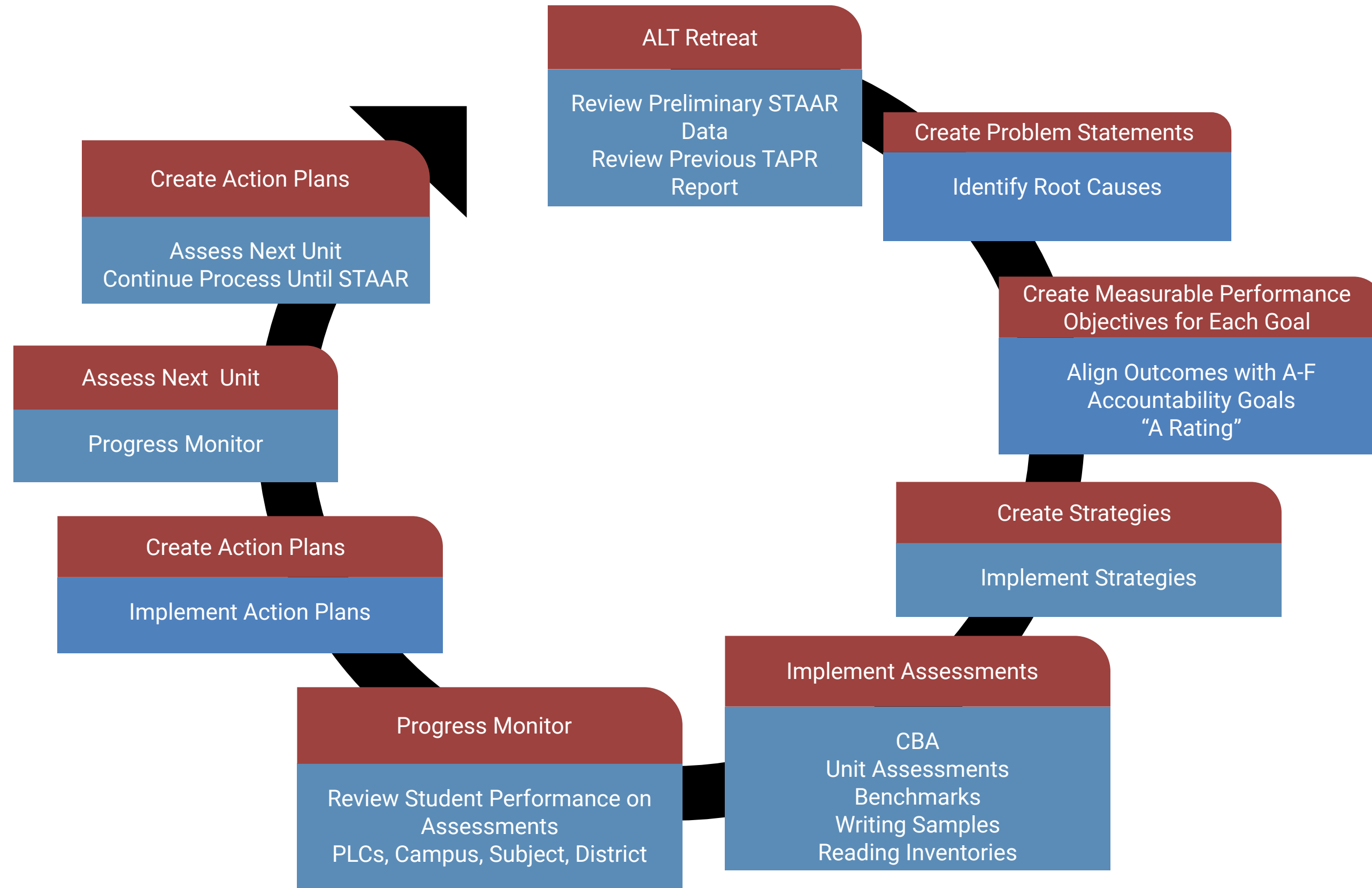


- District safety and security audits
- Implementation of active shooter trainings for all staff
- Mental health awareness with increased training
- Partnerships with community organizations to support physical, mental, and social emotional wellness
- Focus on cybersecurity for safety of student and staff data

Progress Monitoring



Continuous Cycle of Improvement



Next Steps

Approve District Improvement Plan

Present Campus Improvement Plans

Approve Campus Improvement Plans



Addendums

[2022-2023 New Accountability Updates](#)

[2022 Accountability Update](#)

2022-2023 District Improvement Plan Presentation

[2021-2022 Bright Bytes Survey](#)



