

Castleberry Independent School District
Castleberry High School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of Castleberry High School is to provide a positive learning environment that engages, mentors, and motivates students to excel as successful lifelong learners.

Vision

All learners. All passions. One team.

Values

Values of Castleberry High School: Growth Mindset, Culture, Community, Collaboration, & Student Engagement

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	10
Perceptions	13
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Transform Teaching and Learning: Student achievement, Teacher Growth, Instructional Pedagogy	21
Goal 2: Enhance Trust and Confidence in the District through Effective Communication	47
Goal 3: Implement Effective and Efficient Operations	60
Campus Funding Summary	74
Addendums	76

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographic information included below is based on the 2022-2023 Texas Academic Performance Report (TAPR). The 2023-2024 TAPR Report is not available as of August of 2024.

Castleberry High School is located in Fort Worth, TX in Castleberry ISD and serves students in grades 9 - 12. The total enrollment for the 2022-2023 school year was 1041 students. Campus Demographics included: 11.8% White, 84% Hispanic, 2.5% Black, .3% Asian, .1% American Indian, and 1.3% Two or More Races. The percentage of our population that was economically disadvantaged was 84.8%. In 2022-2023, 52.60% of our student body were male while 47.4% were female. Our attendance rate was 91.1%. The percentage of students identified as Gifted and Talented was 8.7%. The percentage of students who were enrolled in a College and Career Technical Education course was 86% and 47.4% of students were enrolled in one or more dual credit courses, compared to 24% for the state. 64% of students who were economically disadvantaged participated in the Texas Success Initiative Assessment (TSIA). 34% of the students were classified as Emergent Bilingual (EB) and 8.6% of the student body received special education services. The grade level student breakdown for the 2022-2023 school year was 9th Grade-314, 10th Grade-299, 11th Grade-242, and 12th Grade-186. The district added a full-time English instructional coach at CHS for the 2024-2025 school year and a Math instructional coach at the secondary level gaps. All senior students who were actively enrolled at CHS in May or 2024 graduated. There were 15 students who transitioned over to REACH and graduated from REACH. The 5-year graduation rate was 93.8%.

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

- Castleberry High School is a close-knit community where many of the students have grown up together and attended school in CISD since elementary school.
- The community that surrounds Castleberry High School supports the ideals that positive cultural relationships can be formed as students and their families have attended school in CISD since elementary school.
- Castleberry High School is fairly homogeneous in terms of diversity and socioeconomic status.
- Although there is limited engagement, the majority of CHS parents are supportive of the campus initiatives and actions.
- The percentage of students who were enrolled in a College and Career Technical Education course was 86% and the percentage of students taking dual credit courses was 47.4% compared to the state at 24%.
- 64% of students who are economically disadvantaged participated in taking the TSIA.
- Leavers for 2023-2024 school year included one student.
- Castleberry High School continues to improve its CCMR percentage as is demonstrated by the 78% to 97% growth in 2024.
- Preliminary four-year graduation rate for the class of 2023 is 93.5%.
- The teacher substitute fill rate was 88% in 2024.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The preliminary attendance rate for 2024 is 91.21%. **Root Cause:** Attendance threshold letters were not routinely sent to notify parents of attendance concerns and there were clear roles and responsibilities for contacting parents of absent students.

Problem Statement 2: There were 6,582 Vape hits in the 2023-2024 school year. **Root Cause:** There were inconsistent procedures for monitoring and addressing vape usage.

Problem Statement 3 (Prioritized): Discipline referrals increased from 1,644 in 2023 to 1,800 in 2024. **Root Cause:** There were inconsistent procedures for monitoring and addressing student behavior infractions.

Student Learning

Student Learning Summary

The 2023-2024 A-F Accountability Ratings have yet to be released. The data provided below is based on preliminary A_F Accountability data for 2024.

STAAR Spring 2023-24 preliminary data:

ELA 1: 51% Approaches, 40% Meets and 9% Masters

ELA 2: 65% Approaches, 45% Meets and 2% Masters

Algebra 1: 69% Approaches, 24% Meets and 7% Masters

Biology: 83% Approaches, 37% Meets and 8% Masters

US History: 93% Approaches, 59% Meets and 18% Masters

TELPAS: CHS met the interim target of 34

School districts receive a bonus for each student who successfully meets the TSI criteria over a designated threshold. The threshold data for CISD and performance for 2023 accountability are included below.

Outcome Bonuses 2023	Total Graduates	Total Graduates Needed to Meet the Threshold	Number of Graduates Necessary to Meet CCMR OB Threshold**	Total Number of Annual Graduates who Met CCMR OB Criteria	# of Graduates Above CCMR OB Threshold
ECO Dis	193	11%	21	17	0
Non-Eco Dis	41	24%	9	6	0
Special Ed	11	0%	0	0	0

Graduation Rate:

According to the 2022-2023 TAPR report, CHS had a Graduation Rate of 92.9. The state accepts the best percentage for either the Four, Five, or Six-Year Graduation rate. The Five-Year Graduation Rate of 93.4% was used to calculate the Domain One score along with the district's dropout rate of 6.6%.

Attendance:

When comparing 2022-2023 attendance rates to 2023-2024 CHS increased attendance by .012% from 92.55% to 92.67%. Attendance continues to be a focus area and will be a high priority for the 2024-2025 school year.

Student Learning Strengths

STAAR/EOC

Based on preliminary 2024 A-F Accountability ratings, CHS has an overall score of a 84 with a campus rating of a B

Biology Strengths

- High School Biology STAAR EOC **Meets** percentages increased from 33 to 37 (4% gain).

Social Studies Strengths

- High School U.S. History had 93% of students as **Approaches**, 59% of students at **Meets**

Advanced Academics/CCMR Learning Strengths

Based on College Registrar reports:

- 17 students* took advantage of Dual Credit courses through Tarrant County College (TCC).
 - 100% passing British Literature 1 and 2
 - 100% passing in Government
- Enrolled college credits: 368 college credit hours (TCC, TSTC, UT OnRamps)
 - 217 students enrolled* in dual enrollment OnRamps courses through the University of Texas in Austin. *Enrolled students include those taking more than one OnRamps course.
 - 493 total course enrollments
 - In 2021-2022 there were 399 enrollments.
 - In 2022-2023 there were 468 enrollments.
 - In 2023-2024 there were 493 enrollments.
 - 97% Course completions
 - College Credits
 - Biology 75% of enrolled students
 - Chemistry 72% of enrolled students
 - College Algebra 67% of enrolled students
 - Statistics 46% of enrolled students
 - The cost savings for students who participated in OnRamps was \$256,071.
 - TSIA Exemptions through OnRamps equaled 54 students.

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.
- 199 11th grade students participated in the SAT/NMSQT Spring Administration.
- 201 11th grade students participated in the PSAT/NMSQT Fall Administration.
- 280 9th grade students participated in the PSAT Fall Administration.

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 and other partnering community colleges
 - 10 students finished the Dual Credit Culinary Arts program with TSTC
 - 15 students finished the Dual Credit Construction program with TSTC

- Industry Based Certification awarded:
 - Patient Care Technician 22
 - ServSafe 34
 - NCCER 45
 - Social Media Marketing 29
 A total of 130 certifications

Emergent Bilingual Strengths

- CHS met the interim target on TELPAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In English 1, 40% of students scored Meets and in English 2, 45% of students scored Meets on STAAR in 2024. **Root Cause:** There were inconsistencies in curriculum, implementation, and staff turnover in ELA 1 and ELA 2 in 2023-2024.

Problem Statement 2 (Prioritized): In Algebra 1, 24% of students scored Meets on STAAR in 2024. This was an increase from 14% in 2023, but still below the 60% Meets goal. **Root Cause:** There is the need to support students with working on new item types using My Open Math to improve overall performance.

Problem Statement 3 (Prioritized): In Biology, 37% of students scored Meets on STAAR in 2024. This was an increase from 33% in 2023, but still below the 60% Meets goal. **Root Cause:** Limited content knowledge exists and gaps in supporting background knowledge from previous years has effected overall performance.

Problem Statement 4 (Prioritized): In US History, 59% of students scored Meets on STAAR in 2024. This is a decrease from 66% in 2023. **Root Cause:** There are adjustments needed in the curriculum to address gaps and ongoing support for effective Tier 1 instruction.

Problem Statement 5 (Prioritized): Special education students continue to perform below their general education peers on STAAR. **Root Cause:** There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach.

Problem Statement 6 (Prioritized): We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability. **Root Cause:** There was an inconsistent PLC process and focus on the 4 PLC questions to improve instruction.

Problem Statement 7 (Prioritized): CHS did not receive any CCMR Outcome Bonuses in 2023. **Root Cause:** Administrators, Counselors, Teachers and students don't understand the importance of TSIA and how it relates to CCMR outcome bonuses.

Problem Statement 8 (Prioritized): 85% 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 TSIA, ACT, and SAT content embedded in core academic areas.

Problem Statement 9 (Prioritized): 37% 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.

Problem Statement 10 (Prioritized): In 2023, \$400, 000 of outcome bounces was not achieved due to a lack of TSIA2 completion. **Root Cause:** There is not a strong system in place to support students in completing TSIA assessments.

Problem Statement 11 (Prioritized): The 2024 preliminary A-F accountability is 84% (B). Our goal is to have an A rating. **Root Cause:** There needs to be an increased focus on improving Tier I instruction

Problem Statement 12 (Prioritized): There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas. **Root Cause:** Additional training on effective literacy/writing strategies and instructional best practices is needed in PLC meetings.

School Processes & Programs

School Processes & Programs Summary

The 3-year trend data shows high turnover in SPED and ELA teachers at CHS. There is a need for additional PLC and Professional Learning with ongoing alignment between the campus and the Teaching, Learning, and Innovation department. The district previously adjusted all steps of the compensation manual and continues to offer longevity bonuses. Teachers are required to have their ESL certification if they teach a core subject which makes these positions more challenging to fill.

For the 2024-2025 school year, PLCs occur daily for 50 minutes. The campus leadership team consists of campus academic leaders, counselors, and the administrative team. Tested core contents teachers meet daily in PLCs to engage in meaningful collaboration focused on classroom instruction and student achievement. The CHS administrative team meets weekly to plan and ensure smooth operations from week to week, analyze data, share celebrations, and address concerns in our Operational and Leadership meetings. Additionally, the administrative team will meet for Operational meetings to discuss discipline, attendance, vapes and all things operations. Teachers, staff, and stakeholders frequently have a voice in the decision-making process through surveys, group discussions, Site Based Decision Making Committee (SBDM), District Educational Improvement Committee (DEIC), Leadership Team, Booster Clubs, monthly faculty meetings, and monthly Department Head meetings (new).

Castleberry High School has partnered with Tarrant County Community College (Trinity River Campus), Grand Canyon University, and the University of Texas On-Ramps programs to provide dual credit/dual enrollment opportunities for students to help them earn college credit before high school graduation and to better prepare them to be successful in college.

The Site-Based Decision-Making committee is composed of district and campus personnel, parents, community, and business members. The committee meets five times a year to review the campus budget, campus goals and improvement plan, professional learning needs, dropout prevention, etc...

T3 counseling program was added to support our CCMR accountability and our seniors for post secondary success.

School Organization Needs:

- Increased parent involvement
- SpEd student and staff inclusion/integration/involvement with Gen Ed
- Decreased student apathy
- Increase student attendance
- Lower the amount of Vape usage by 20%
- Consistent implementation of school rules by all teachers (ID policy, clear back pack, and use of E Hall passes)
- Teacher and student involvement in extracurricular activities
- Positive behavior incentives for students and Academic Achievement recognition for students
- Increase the recognition of students for academic and extracurricular achievements
- Improved communication with all stake holders
- Continue improving and increasing student enrollment in the ACE program

Technology Summary:

CHS is technology-rich with resources available to all teachers and students. CHS is a one-to-one campus. All students are provided with a netbook and if needed, filtered wifi at no cost to the families due to the district installation of three wifi towers. Teachers are given laptops and rooms are equipped with BenQ boards and document cameras. Students and teachers receive unlimited access to various online programs such as Texas College Bridge, Curipod, Canvas, Pear Deck, IXL etc... CHS students and teachers use the Canvas Learning Management System to deliver assignments and instruction for all their courses. An on-site computer technician is available to address maintenance and troubleshooting concerns.. Job-embedded professional learning opportunities are provided for teachers so that they can effectively integrate technology into the classroom.

Curriculum and Instruction and Assessment Summary:

Castleberry High School utilized technology and online platforms (Texas College Bridge, Canvas, Curipod, Peardeck, and HMH) to support the delivery of instruction. Programs such as HMH offer diverse texts for reading in thematic units as well as Notice and Note for supporting analysis. There was a focus on high impact TEKS and unwrapping of STAAR questions to see how standards are addressed. Extended Constructed Response calibration was added to support assessments in English. The teachers utilized multiple modes of instruction to meet the needs of students. Common formative assessments were used to drive data-driven instructional practices to support student growth. Teacher-designed STAAR boot camps during PLC, after school, and Saturday contributed to the success of students and re-testers. Seniors will be using Texas College Bridge in the areas of reading and math to prepare for the TSIA in reading and math and to meet CCMR requirements.

Needs:

- Refined guiding documents to support planning during PLC times
- Lesson internalization
- Coaching process for teachers
- Provide instructional presentations to students
- Provide tangible daily check for understanding with success criteria
- Collection and review of student artifacts
- Additional time to break down standards and implement data analysis and planning
- Planning support for upper-level courses to prepare students for higher-level skills such as college and career writing
- T3 counseling in the area of post education for seniors
- Continued focus on improving our CCMR process to ensure students are college ready and we are receiving out come bonuses
- Improve MTSS process

School Processes & Programs Strengths

- New teachers supported through campus assigned mentor teachers and coaches
- New teachers meet with administrative staff regularly to assess needs and areas of growth
- Open communication among staff
- CCMR/Career Plans for each student
- Re-tester plan created for students who failed the EOC exam.
- Parent Square to communicate with parents, staff and students
- Daily PLCs to build in supports and provide daily dialogue with teachers who have questions or concerns
- CHS focused on growing a collaborative work environment supported by the PLC process
- TLI support staff in PLCs to better address the needs of teachers to increase student success
- Returning staff care about the school environment and are invested in creating positive work conditions for staff and students
- Differentiated Professional Learning through PLC and after school to address different teachers needs
- Teacher modeling mini-lessons of "best practices" for new teachers to learn and add to their toolbelt
- Continuous improvement with PLCs with the addition of classroom observation visits
- T3 and Counseling staff more focused on providing opportunities for students for college testing, and scholarships opportunities
- Social-worker provides connections with Food Pantries, conducts home visits, provides mental health strategies, and conducts risk assessments.
- Dual Credit and TCC courses offered to students
- Time built into the master schedule for PLCs in all core-tested subject areas
- Teachers and staff provided with frequent opportunities to give input in regard to the decision-making process
- Department Head meetings to provide better communication and input in decision-making process
- CHS teachers and administrators utilize data-driven decision-making process in PLCs
- CHS administrators offer a Thursday data day opportunity to review data walks to support high yield strategy usage through bite sized feedback
- New campus administration is committed to PLC process to continuously improve instructional practices and positively impact student learning
- Key positions added to assist students with social and emotional challenges as well as support for being college and career ready
- Multiple avenues for professional learning and job-embedded professional learning

- Technology-rich library with flex lab, conference rooms, and collaborative workspace
- 12th grade students participate in Texas College Bridge.
- 256 students enrolled in ACE program in 2023-2024

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating. **Root Cause:** There is the need for additional training in A-F Accountability, CCMR, campus goals, CIP, and campus committees/focus groups aligned to highest priority campus goals to build capacity.

Problem Statement 2 (Prioritized): Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

Problem Statement 3: During the 2023-2024 school year, 256 students were enrolled in the ACE after school program, but only 82 students completed more than 60 days. **Root Cause:** The program was in its first year of operation and parents and students need a better understanding of the opportunities available through ACE.

Problem Statement 4 (Prioritized): There are too many students in the hallways during instructional periods. **Root Cause:** The E-Hall system needs to be implemented with fidelity.

Problem Statement 5 (Prioritized): There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery. **Root Cause:** Lack of MTSS school-wide approach with data tracking of all students to identify chronic failures, absences, and targeted interventions.

Problem Statement 6 (Prioritized): The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practice that needs refinement. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

Problem Statement 7 (Prioritized): Student attendance has dropped below the 95% budget threshold. **Root Cause:** Roles for staff who can have a direct impact on student attendance need to be clearly defined (front office staff, teachers, administrators).

Perceptions

Perceptions Summary

The vision of the Castleberry Independent School district is Empower, Inspire, and Innovate. Castleberry High School shares the district vision. CHS campus vision is to provide a positive learning environment that engages, mentors, and motivates all students to excel as successful lifelong learners. Our mission is: All learners. All passions. One team. Our values are: growth mindset, culture, community, collaboration, and student engagement.

CHS is a 1:1 campus with every student having a netbook/laptop for learning. CHS is well respected in the community and our students volunteer and participate in community events. CHS has very high CCMR scores. CHS provides opportunities to celebrate student successes and performances through pep rallies, concerts, shows, games, clap-outs, and signage.

Based on feedback from staff surveys collected during the 23-24 school year, areas for improvement are:

- 1) Improving school culture
- 2) Students and employees being recognized for their work and accomplishments
- 3) Satisfaction of discipline measures/methods applied to students to decrease classroom/school-wide misbehaviors
- 4) Improved PLC process
- 5) Improved system of communication with all staff
- 6) Decrease VAPE usage by 20%

Recommendations include:

1. Creating a system for campus-wide celebrations of students and staff
2. Provide monthly breakfasts/luncheons for staff to fellowship and keep morale high
3. Improving PLC process so it's not another meeting to attend
4. Improve school-to-home relationships through REAL Family Engagement and communication
5. Implement spirit/college Fridays to promote post-secondary education
6. Improve Administrative support to teachers in the area of discipline. (Dress code, ID and behavior.)

The campus is implementing Hope Squad (Suicide Prevention) program that has student ambassador leaders to help their peers who have suicidal ideations/thoughts get the help they need. The counselors and social worker serve as the sponsors over this group leading them through the curriculum, training, and attending workshops.

At the district 2024 summer retreat, the CHS administration read "Go for the Gold" written by John C. Maxwell. This book was also inspired by the 2024 Olympic games occurring in France. Action plans were created to address several areas of need including- tardies, IDs, reboot of discipline expectations through PRIDE and CHAMPS. Safety action plans and training are occurring frequently through new staff in-service week, safety meetings, and faculty meetings. Staff and students understand the importance of wearing their IDs and not opening exterior doors for anyone, but refer them to the front/main office to securely enter the building and check-in. Daily check points will address dress code and ID checks for all students.

The CHS campus has numerous entry points with 94 exterior doors. There are concerns about the safety of students and staff due to the accessibility into the building at different entry points. It was determined that one action that could be taken to better secure the campus was to ensure that all students are wearing their student IDs. The front door system is now

equipped with a doorbell and camera system. Training has occurred, safety teams created, and a campus security monitor added to patrol the hallways throughout the day.

Castleberry High School strives to create a campus environment in which our students and families are valued. We utilize various forms of communication with parents and the community, in both English and Spanish, to maximize participation and engagement. ParentSquare has been a positive tool for us to use this year. Our campus has demonstrated a tradition of strong family and community involvement through sports, fine arts programs, and community organizations. We also realize the challenges we face at the high school level to increase parent involvement to represent all of our student population. Castleberry High School has streamlined our communication with the use of ParentSquare. We still use various social media sites, the district website, and communication services (e.g., texts, emails, phone calls, IG, and letters) to help us communicate all school events. The campus principal sends a weekly newsletter via ParentSquare every two weeks to make parents aware of campus events. ParentSquare is ADA compliant and has a translation feature (CTE disclaimer also). Skyward messages are frequently sent out or as needed. Parents are participants in campus committees.

Perceptions Strengths

- Strengths
 - Feedback from the staff survey provided positive feedback about the student body of CHS. The majority of staff gave students high praise for their character and willingness to follow established school rules and their interactions with peers and adults.
 - CHS is a 1:1 campus where every student is equipped with a netbook or laptop.
 - Safety drills include fire, tornado, evacuation, school bus evacuation, lock down, and shelter in-place drills. All drills are evaluated each time for accuracy and efficiency. Duress and lock down buttons are tested each month to coincide with the drills to ensure all equipment is properly working.
 - Volunteer activities such as the blood drives, book activities, and canned food drives create multiple opportunities for our students to serve their community.
 - CHS is located in a small, tight-knit community in which we are able to build strong, positive relationships with students. Students are responsive and eager to positively impact their school community and the community in which they live.
 - Athletics, Cheer, Fine Arts and CTE Education classes participate in outreach activities that build relationships with younger students and the greater community of River Oaks and CISD.
 - Many teachers and staff of CHS have either graduated from CHS and/or have worked in the district for a significant amount of time. They are supportive and help carry on important traditions of CHS.
 - CHS students are very generous and giving, which demonstrates their willingness to positively impact the community. They respond as a community when a student or family is in need. They support each other in athletics and fine arts as well.
 - Students are continuing to build on prior year's success in athletics, fine arts, and academics.
 - School pride has increased over the course of last year.
 - Several assemblies and recognition weeks are planned and include: Different Pep Rally's, HOCO activities, Red Ribbon Week, and more.
 - CISD Education Foundation awarded thousands of dollars in scholarships to Seniors.
 - Teacher appreciation strategies are in place to demonstrate to teachers they are valued.
 - Multiple communication avenues are utilized for parents in English and Spanish with most families utilizing ParentSquare.
 - ACE was added last year and provided enrichment opportunities such as Drivers ED, as well as intervention and credit recovery.
 - T3 counseling services will continue to improve our CCMR, Outcome bonuses, and post secondary awareness.
 - There is high community engagement through the Lions Club, Tarrant County College (TCC), city leaders, and other community organizations.
 - There is an active SBDM Committee consisting of parents, community members, business members, and staff.
 - There is considerable involvement with Blood Drives, can food drives, Castleberry Cares, Veterans recognition at athletic and fine arts events, as well as assisting with athletes greeting and reading to elementary students on Friday mornings.
 - Rented golf carts to patrol the exterior areas for all campuses both at summer school and for the 2024-25 school year.
 - The district has also employed one full time safety monitor at Castleberry High 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been an increase in the number of students demonstrating deficits in social and emotional well being. **Root Cause:** An increased number of students are dealing with circumstances that they can not manage on their own.

Problem Statement 2: Teachers do not have a support system to support students in need. **Root Cause:** MTSS meetings and MTSS plans for students with behavioral concerns are not implemented consistently.

Problem Statement 3: Parent attendance at CHS Family Engagement events remains low. **Root Cause:** Improve our communication with parents in area of instruction, after school program and overall usage of Parent Square.

Problem Statement 4 (Prioritized): Many parents are not involved with student academic progress. **Root Cause:** Parents lack training, knowledge, and/or equipment necessary to properly monitor student grades and student work in Canvas and Skyward. Lack of training/parent nights to educate parents on the importance of their child's data and progress.

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

Problem Statement 6 (Prioritized): Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

Priority Problem Statements

Problem Statement 1: There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.

Root Cause 1: Additional training on effective literacy/writing strategies and instructional best practices is needed in PLC meetings.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The 2024 preliminary A-F accountability is 84% (B). Our goal is to have an A rating.

Root Cause 2: There needs to be an increased focus on improving Tier I instruction

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Special education students continue to perform below their general education peers on STAAR.

Root Cause 3: There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.

Root Cause 4: Lack of MTSS school-wide approach with data tracking of all students to identify chronic failures, absences, and targeted interventions.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Many parents are not involved with student academic progress.

Root Cause 5: Parents lack training, knowledge, and/or equipment necessary to properly monitor student grades and student work in Canvas and Skyward. Lack of training/parent nights to educate parents on the importance of their child's data and progress.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.

Root Cause 6: There is the need for additional training in A-F Accountability, CCMR, campus goals, CIP, and campus committees/focus groups aligned to highest priority campus goals to build capacity.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There has been an increase in the number of students demonstrating deficits in social and emotional well being.

Root Cause 7: An increased number of students are dealing with circumstances that they can not manage on their own.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The preliminary attendance rate for 2024 is 91.21%.

Root Cause 8: Attendance threshold letters were not routinely sent to notify parents of attendance concerns and there were clear roles and responsibilities for contacting parents of absent students.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Student attendance has dropped below the 95% budget threshold.

Root Cause 9: Roles for staff who can have a direct impact on student attendance need to be clearly defined (front office staff, teachers, administrators).

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practice that needs refinement.

Root Cause 10: Inconsistent implementation of practices during campus PLCs .

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: 85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

Root Cause 11: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled TSIA, ACT, and SAT content embedded in core academic areas.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: In US History, 59% of students scored Meets on STAAR in 2024. This is a decrease from 66% in 2023.

Root Cause 12: There are adjustments needed in the curriculum to address gaps and ongoing support for effective Tier 1 instruction.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: In Biology, 37% of students scored Meets on STAAR in 2024. This was an increase from 33% in 2023, but still below the 60% Meets goal.

Root Cause 13: Limited content knowledge exists and gaps in supporting background knowledge from previous years has effected overall performance.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: In Algebra 1, 24% of students scored Meets on STAAR in 2024. This was an increase from 14% in 2023, but still below the 60% Meets goal.

Root Cause 14: There is the need to support students with working on new item types using My Open Math to improve overall performance.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: CHS did not receive any CCMR Outcome Bonuses in 2023.

Root Cause 15: Administrators, Counselors, Teachers and students don't understand the importance of TSIA and how it relates to CCMR outcome bonuses.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.

Root Cause 16: There was an inconsistent PLC process and focus on the 4 PLC questions to improve instruction.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: In English 1, 40% of students scored Meets and in English 2, 45% of students scored Meets on STAAR in 2024.

Root Cause 17: There were inconsistencies in curriculum, implementation, and staff turnover in ELA 1 and ELA 2 in 2023-2024.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors.

Root Cause 18: Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

Problem Statement 18 Areas: School Processes & Programs - Perceptions

Problem Statement 19: 37% of students taking an AP course scored a 3 or above on the exam.

Root Cause 19: 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 19 Areas: Student Learning

Problem Statement 20: There are too many students in the hallways during instructional periods.

Root Cause 20: The E-Hall system needs to be implemented with fidelity.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: Discipline referrals increased from 1,644 in 2023 to 1,800 in 2024.

Root Cause 21: There were inconsistent procedures for monitoring and addressing student behavior infractions.

Problem Statement 21 Areas: Demographics

Problem Statement 22: In 2023, \$400, 000 of outcome bounces was not achieved due to a lack of TSIA2 completion.

Root Cause 22: There is not a strong system in place to support students in completing TSIA assessments.

Problem Statement 22 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia 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
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Goals

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

Performance Objective 1: In Domain 1, our campus will increase in the overall "Meets" performance level to 60% on the 2025 A-F Accountability Ratings in all STAAR EOC areas.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC Goal in Biology - Emphasis on using hands on activities and manipulatives in each unit of study to improve understanding of materials.</p> <p>Strategy's Expected Result/Impact: There will be a positive impact on tier I instruction through the use of smart boards, academic vocabulary (TIP charts), comprehension activities, vocabulary reinforcement, and assessments throughout each unit. Students will have an increased exposure to graphics through labs, bell work, and formative assessments. There will be an increased intentional focus on process standards. There will be an increase in achievement with the use of mandatory targeted tutorials and intervention classes for some students.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Science Coordinator Biology Teachers ACE Staff</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLC Goal in US History-Emphasis will focus on writing and reading skills using Curipod to improve the ability to analyze maps, graphs, quotes, photographs, and political cartoons in order to form a comprehensive understanding of event and time periods throughout US. History.</p> <p>Strategy's Expected Result/Impact: There will be a positive impact on Tier 1 instruction including through the use of smart boards, mini lessons, bell work, activities, projects, small group instruction, and assessments. There will be a positive impact on student achievement performance through the use of ACE tutoring, STAAR tutoring, and STAAR boot camps.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Social Studies Coordinator Social Studies Teachers</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: PLC Goal in English I and II-Emphasis on students increased writing using the ACE strategy to improve ECR and SCR performance as well as focus on reading comprehension skills.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction by utilizing smart boards, aligning reading and writing activities and using a common rubric. Growth in writing with the use of sentence stems, graphic organizers, and mnemonic devices for the writing portion and the rationale strategy/intentional instruction for revising/editing grammar rules. Increased achievement through data analysis of misconceptions on essential standards with reteaching and reassessing for student growth. Improve the use of text based evidence and original commentary to support an interpretive response.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Language Arts Coordinator English I and II Teachers ACE Staff</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: PLC goal in Algebra- There will be an emphasis on students working in IXL to align practice to the curriculum and Map data to increase students growth.</p> <p>Strategy's Expected Result/Impact: Increased Algebra I scores for re-testers and first time testers.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Secondary Math Coordinator Algebra Teachers Math Lab Teachers - Re-testers</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 199 - General Fund: High School Allotment - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: In US History, there will be a focus on creating Checks for Understanding and monitoring the data to create intervention plans to correct misconceptions and misunderstandings in a timely manner.</p> <p>Strategy's Expected Result/Impact: There will be a positive impact on Tier 1 instruction and student achievement.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Social Studies Coordinator Social Studies Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 211 - Title I, Part A - 6100, 6300 and 6400 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: In Biology there will be an emphasis on using hands on activities, manipulatives, and a common method for analyzing and interpreting science problems in each unit of study to improve understanding of content.</p> <p>Strategy's Expected Result/Impact: There will be a positive impact on tier I instruction and student achievement.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Secondary Science Coordinator Biology Teachers ACE Program Staff</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 211 - Title I, Part A - 6100, 6200, 6300 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: PLC's will work on the new lesson internalization process and breaking down the TEKS. This process involves analyzing the standards and breaking them into smaller components like learning targets and skills.</p> <p>Strategy's Expected Result/Impact: Increased student performance on all assessments through a deep dive into the guiding documents while deconstructing essential standards, reteaching, and reassessing on essential standards.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Assistant Principals Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 11, 12</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: For English I and II there will be an emphasis on implementing the new vertically aligned writing process, effectively implementing the revising and editing supports provided by the district, breaking down the TEKS to identify essential skills, and incorporating the use of AI for feedback on writing.</p> <p>Strategy's Expected Result/Impact: There will be a decrease in students scoring a 0 on writing, an increase in teacher understanding of the TEKS, and an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Secondary ELA Coach Secondary ELA Coordinator English I Teachers English I Intervention Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Subs for Planning Days - 211 - Title I, Part A - \$1,000, Student incentives will be provided for motivational purposes to include snacks and testing materials. - 211 - Title I, Part A - 6100, 6200, 6400 - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Improve the effectiveness of Professional Learning Communities (PLCs), promoting collaboration and continuous professional growth among educators by monitoring participation rates, documenting collaborative activities, and assessing the impact on instructional practices and increased student achievement during progress monitoring. Departments use PLC time to analyze data and develop instruction based on identified needs of underperforming subpopulations utilizing Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, MAP data, and student work. PLC's will also work on instructional presentations, tangible daily checks for understanding with success criteria and collection/review of student artifacts.</p> <p>Strategy's Expected Result/Impact: Increased student performance on all assessments through data analysis, a deep dive into the guiding documents while deconstructing essential standards, progress monitoring, MAPs testing, reteaching, and reassessing on essential standards.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Department Chairs Teachers Campus Administration District TLI</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: HB1416 accelerated instruction will be provided by teachers for all students who failed 8th-grade STAAR and any EOC exams for Math, Reading, Science, and Social Studies through the ACE afterschool program, summer school, and Saturday programs. Student incentives will be provided for motivational purposes to include snacks and testing materials.</p> <p>Strategy's Expected Result/Impact: Students will receive 15 to 30 hours of HB1416 required tutoring for each EOC/STAAR content area they failed last year. There will be an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Teachers ACE Program</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p> <p>Funding Sources: Title Funds - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The district and campus will provide TEKS-aligned online resources including, but not limited to IXL and writeable, materials, and professional learning for all content areas to support student performance and growth.</p> <p>Strategy's Expected Result/Impact: There will be growth in student performance.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Teaching, Learning, and Innovation Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 5</p> <p>Funding Sources: Materials and Resources - 211 - Title I, Part A, Materials and Resources - 215 - Title I, Part D, Materials and Resources - Federal Funds: ESSER, Materials and Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: The district and campus will provide CHS teachers with staff development over High Yield Instructional Strategies.</p> <p>Strategy's Expected Result/Impact: Increase Tier 1 instruction for all students.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 12</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: EOC re-tester plan will be created and monitored to ensure 50% of our re-testers reach the Approaches performance level on each assessment.</p> <p>Strategy's Expected Result/Impact: There will be an increase on the achievement rate for re-testers and a positive impact on Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean Assistant Principals Counselors TIL Staff and Coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p> <p>Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. - 211 - Title I, Part A - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Biology will incorporate and use the IXL program to support and tutor Biology students to increase the percentage of students scoring at the Meets level.</p> <p>Strategy's Expected Result/Impact: Biology and ACE teachers will tutor students using IXL to improve overall student performance.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal ACE Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: IXL Tutorial Software for 300 students - 211 - Title I, Part A - \$1200-\$1500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: CHS will improve instructional effectiveness and campus performance by providing frequent, actionable feedback to educators using a structured data walk form and process.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 and Domain 2 accountability areas.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
<p>Strategy 16: CHS will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional development opportunities to improve teacher effectiveness based on identified areas of improvement.</p> <p>Strategy's Expected Result/Impact: Increase Tier 1 and Domain 2 accountability area</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: CHS will participate in the Effective Schools Framework Grant partnership with Region XI who will provide support and training on Observation and Feedback through Texas Instructional Leadership.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1, Domain 2 and effective feedback for teachers.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Assistant Principals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: In English 1, 40% of students scored Meets and in English 2, 45% of students scored Meets on STAAR in 2024. **Root Cause:** There were inconsistencies in curriculum, implementation, and staff turnover in ELA 1 and ELA 2 in 2023-2024.

Problem Statement 2: In Algebra 1, 24% of students scored Meets on STAAR in 2024. This was an increase from 14% in 2023, but still below the 60% Meets goal. **Root Cause:** There is the need to support students with working on new item types using My Open Math to improve overall performance.

Problem Statement 3: In Biology, 37% of students scored Meets on STAAR in 2024. This was an increase from 33% in 2023, but still below the 60% Meets goal. **Root Cause:** Limited content knowledge exists and gaps in supporting background knowledge from previous years has effected overall performance.

Problem Statement 4: In US History, 59% of students scored Meets on STAAR in 2024. This is a decrease from 66% in 2023. **Root Cause:** There are adjustments needed in the curriculum to address gaps and ongoing support for effective Tier 1 instruction.

Problem Statement 5: Special education students continue to perform below their general education peers on STAAR. **Root Cause:** There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach.

Problem Statement 6: We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability. **Root Cause:** There was an inconsistent PLC process and focus on the 4 PLC questions to improve instruction.

Problem Statement 11: The 2024 preliminary A-F accountability is 84% (B). Our goal is to have an A rating. **Root Cause:** There needs to be an increased focus on improving Tier I instruction

Problem Statement 12: There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas. **Root Cause:** Additional training on effective literacy/writing strategies and instructional best practices is needed in PLC meetings.

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





Performance Objective 2: We will increase Academic Growth to 88% on the 2025 A-F Accountability Ratings.

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide accelerated instructional opportunities and enrichment through the ACE afterschool program, summer program, Saturday Tutorials, and credit recovery programs.</p> <p>Strategy's Expected Result/Impact: There will be increased student growth and increase in credits recovered.</p> <p>Staff Responsible for Monitoring: Academic Dean Associate Principal Counselors Advanced Academics Coordinator Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6, 11</p> <p>Funding Sources: 199 - General Fund - Federal Funds: ESSER - Title Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning.</p> <p>Strategy's Expected Result/Impact: Students will build self reflection, efficacy, and ownership of their own learning.</p> <p>Staff Responsible for Monitoring: Academic Dean Associate Principal Assistant Principals ACE Site Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Administrators and Teachers will know how and when to utilize MAPS reports to plan and monitor student growth.</p> <p>Strategy's Expected Result/Impact: There will be improved MAP scores on middle of year and end of year administrations.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Academic Dean Assistant Principals Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Gifted and Talented will provide ongoing training to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge.</p> <p>Strategy's Expected Result/Impact: Teachers will provide engaging learning extensions and enrichment opportunities for students.</p> <p>Staff Responsible for Monitoring: Campus Administration GT Coordinator Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain high student enrollment in the ACE afterschool program and increase the percentage of enrolled students who complete 60 days of ACE instruction.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Academic Dean Associate Principal ACE Site Coordinator</p> <p>Problem Statements: Student Learning 8</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 6: We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability. Root Cause: There was an inconsistent PLC process and focus on the 4 PLC questions to improve instruction.</p> <p>Problem Statement 8: 85% 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 TSIA, ACT, and SAT content embedded in core academic areas.</p> <p>Problem Statement 11: The 2024 preliminary A-F accountability is 84% (B). Our goal is to have an A rating. Root Cause: There needs to be an increased focus on improving Tier I instruction</p>

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

Performance Objective 3: For each campus, all subpopulation indicators will meet the interim academic target of 3 in Closing the Gaps on the 2024-2025 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS staff will be trained on Co-Teaching strategies to improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: There will be an increase in high yield strategies for all students and an increase in effective differentiation.</p> <p>Staff Responsible for Monitoring: Campus Administration Academic Dean SPED Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: By utilizing data from campus data walks, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year.</p> <p>Strategy's Expected Result/Impact: There will be an Increase in SpEd scores and increase in Domain 2 and Domain 3 ratings on A-F accountability.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Teaching and Learning Director of SPED</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 5: Special education students continue to perform below their general education peers on STAAR. Root Cause: There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach.</p>

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

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

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





High Priority

Evaluation Data Sources: CCMR Spreadsheet, On Data Suite

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS administrators and CCMR staff will track and monitor students progress towards earning their College, Career, and Military Readiness (CCMR) point.</p> <p>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 by using TXCB, ACE, AP Program and CTE certification opportunities.</p> <p>Staff Responsible for Monitoring: Principal Career and Technical Education (CTE) Director CHS Academic Dean Associate CCMR Advisor Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 7, 8, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Students will increase scores on college entry exams such as the PSAT/NMSQT, SAT, ACT, TSI, and ASVAB.</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership Principal Career and Technical Education (CTE) Director CHS Academic Dean Associate CCMR Advisor Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 7, 8, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Dual Enrollment/OnRamps and Dual Credit courses will be evaluated each year to ensure the courses are expanded and outlined in the Student Academic Planning Guide (APG).</p> <p>Strategy's Expected Result/Impact: CHS will expand and strengthen existing partnerships in CTE Technical Dual Credit, explore additional OnRamps offerings, and Dual Credit opportunities.</p> <p>Staff Responsible for Monitoring: Principal Career and Technical Education (CTE) Director CHS Academic Dean Associate CCMR Advisor Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 7, 8, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Career and Technology Education will refine and continue to implement plans that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications.</p> <p>Strategy's Expected Result/Impact: There will be an increasing number of partnerships that will provide multiple opportunities for students to graduate future ready with as many skills-based certificates, licenses and/or certifications as possible.</p> <p>Staff Responsible for Monitoring: Principal Career and Technical Education (CTE) Director CHS Academic Dean Associate CCMR Advisor Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 7, 8, 9, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The district will expand 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.</p> <p>Strategy's Expected Result/Impact: New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate.</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership Principal Career and Technical Education (CTE) Director CHS Academic Dean Associate CCMR Advisor Counselors</p> <p>Problem Statements: Student Learning 7, 8, 10</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader, CHS Academic Dean, and Associate CCMR Advisor to discuss the effective use of the Advanced Placement dashboard.</p> <p>Strategy's Expected Result/Impact: There will be consistent use of the 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.</p> <p>Staff Responsible for Monitoring: Principal CHS Academic Dean Associate CCMR Advisor CTE Director</p> <p>Problem Statements: Student Learning 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Embed TSIA content in to the math and reading curriculum, provide tutorials and testing opportunities, and effectively communicate the importance of the TSIA 2 assessment to increase student success on the TSIA 2.</p> <p>Strategy's Expected Result/Impact: The percentage of students successful on the TSIA 2 assessment will increase.</p> <p>Staff Responsible for Monitoring: CHS Academic Dean, Associate CCMR Advisor, Principals, CAL, Counselors, ACE Program</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 8, 10</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 7: CHS did not receive any CCMR Outcome Bonuses in 2023. Root Cause: Administrators, Counselors, Teachers and students don't understand the importance of TSIA and how it relates to CCMR outcome bonuses.</p>
<p>Problem Statement 8: 85% 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 TSIA, ACT, and SAT content embedded in core academic areas.</p>

Student Learning

Problem Statement 9: 37% 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.

Problem Statement 10: In 2023, \$400, 000 of outcome bounces was not achieved due to a lack of TSIA2 completion. **Root Cause:** There is not a strong system in place to support students in completing TSIA assessments.





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

Performance Objective 5: Four year graduation rate will increase to 98% in Closing the Gaps meeting the long term target of 4 on the 2025 A-F Accountability Ratings.

High Priority

Evaluation Data Sources: Lever Tracking Process

Strategy 1 Details	Reviews			
<p>Strategy 1: All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during weekly campus leadership team meetings.</p> <p>Strategy's Expected Result/Impact: This strategy will ensure accuracy of reports to TEA, help recover students with credit recovery needs, and provide enrollment options for potential drop-outs.</p> <p>Staff Responsible for Monitoring: Management Systems Coordinator Principal Campus Data Management Specialists Attendance Officers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.</p> <p>Strategy's Expected Result/Impact: There will be an increase in daily average attendance percentages and a decrease in the dropout rate.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Attendance Clerk</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student participation and completion of graduation requirements.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Each 9-weeks teachers analyze and present data collected during progress monitoring and revise targeted action plans including MTSS plans based on data from all district assessments.</p> <p>Strategy's Expected Result/Impact: There will be increased achievement, targeted interventions to meet students' needs, reteaching of essential standards, and aligned activities/exemplars to the level of rigor on the standard being addressed.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Assistant Principals Teachers</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Collaborative planning and closely monitoring of the master schedule to ensure the efficient scheduling of special populations and staff, which will increase the ability to co-teach in high-priority areas.</p> <p>Strategy's Expected Result/Impact: There will be an effective and efficient master scheduling, increasing the consistencies of co-teaching in high needs areas.</p> <p>Staff Responsible for Monitoring: Special Programs Director Principal Academic Dean</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: The preliminary attendance rate for 2024 is 91.21%. **Root Cause:** Attendance threshold letters were not routinely sent to notify parents of attendance concerns and there were clear roles and responsibilities for contacting parents of absent students.

Student Learning

Problem Statement 5: Special education students continue to perform below their general education peers on STAAR. **Root Cause:** There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach.

School Processes & Programs

Problem Statement 5: There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery. **Root Cause:** Lack of MTSS school-wide approach with data tracking of all students to identify chronic failures, absences, and targeted interventions.

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

Performance Objective 6: Emergent Bilinguals will meet the long term target goal of 40% for English Language Proficiency which will result in a 3 in Closing the Gaps on the 2025 A-F Accountability Ratings.


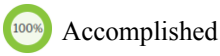
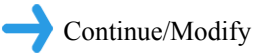

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Current and Monitored Emergent Bilinguals will be supported in the classroom with appropriate accommodations, instruction, and preparation for TELPAS.</p> <p>Strategy's Expected Result/Impact: There will be increased achievement of EB students and increased performance on TELPAS.</p> <p>Staff Responsible for Monitoring: Campus Administration Emergent Bilingual Director ESL Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: materials and resources - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will utilize district purchased language development program to assist newcomers in developing English proficiency.</p> <p>Strategy's Expected Result/Impact: Students will make the required 1-year progress on language acquisition as measured by TELPAS.</p> <p>Staff Responsible for Monitoring: Principal Bilingual Coordinator Academic Dean Emergent Bilingual Coach Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Schedule an Emergent Bilingual Parent Night to present TELPAS information, testing, and data to build parent awareness and understanding.</p> <p>Strategy's Expected Result/Impact: Students and parents will realize what it means to be an Emergent Bilingual, the importance of taking the TELPAS test seriously, scores on TELPAS, and ways to exit TELPAS.</p> <p>Staff Responsible for Monitoring: Assistant Principal Academic Dean Associate Principal Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Funding Sources: Light Refreshments for Parents for Parent Event - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: There is a need to purchase and replace headphones with microphones for students to effectively complete their TELPAS reading, writing, and listening assessment exams.</p> <p>Strategy's Expected Result/Impact: There will be improved TELPAS ratings for students in our EB program.</p> <p>Staff Responsible for Monitoring: Cameron Burton Associate Principal Academic Dean Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title Funds - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: During PLCs, teachers will collaborate with the Emergent Bilingual team to incorporate content-based TELPAS item types into Checks for Understanding.</p> <p>Strategy's Expected Result/Impact: There will be student progress in language acquisition as measured by TELPAS and increased teacher capacity to facilitate proficiency level growth of Emergent Bilingual students.</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator Associate Principal Bilingual/ESL Specialist Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June










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

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

Evaluation Data Sources: Parent Square

Strategy 1 Details	Reviews			
<p>Strategy 1: Communicate positive information about CHS events and celebrate successes and milestones with stakeholders to build a sense of community, by utilizing Parent Square, and with a presence on social media and the website.</p> <p>Strategy's Expected Result/Impact: There will be increased communication and positive feedback from parents and community support using surveys and Parent Square.</p> <p>Staff Responsible for Monitoring: Campus principal Administrators Campus Office Manager Webmaster Campus Communication Committee Communications Specialist</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Send out weekly campus newsletter to staff using ParentSquare and CANVAS to highlight campus celebrations and make parents aware of events taking place at CHS. Parent and Student newsletters will go out bi-weekly.</p> <p>Strategy's Expected Result/Impact: There will be increased parent involvement and increased student and parent satisfaction with the school.</p> <p>Staff Responsible for Monitoring: Campus Principal Communication Coordinator Administration Teachers Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate and communicate campus-wide celebrations of staff and students through ParentSquare to support a positive culture and climate.</p> <p>Strategy's Expected Result/Impact: There will be an increase in positive climate and culture among staff members that carries over to students and the larger school culture, improving staff satisfaction and retention.</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Sunshine Committee Pep Rally Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a comprehensive recognition program to acknowledge and honor outstanding achievements by students, staff, and community members.</p> <p>Strategy's Expected Result/Impact: There will be increased community involvement, better attendance rates, and higher morale as measured by attrition rates.</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Attendance Officer Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The preliminary attendance rate for 2024 is 91.21%. Root Cause: Attendance threshold letters were not routinely sent to notify parents of attendance concerns and there were clear roles and responsibilities for contacting parents of absent students.</p>

School Processes & Programs

Problem Statement 2: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

Perceptions

Problem Statement 4: Many parents are not involved with student academic progress. **Root Cause:** Parents lack training, knowledge, and/or equipment necessary to properly monitor student grades and student work in Canvas and Skyward. Lack of training/parent nights to educate parents on the importance of their child's data and progress.





Problem Statement 6: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

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

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

Evaluation Data Sources: Parent Square and Communications Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize surveys to gain actionable feedback from stakeholders periodically throughout the school year and share the data with all stakeholders.</p> <p>Strategy's Expected Result/Impact: There will be improved campus climate and culture, improved staff Staff and parent satisfaction, and improved staff retention rates.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Department Leaders</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 4, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct student led parent conferences to discuss and increase understanding of graduation requirements, CTE pathways, CCMR, and STAAR scores to strengthen collaborative partnerships between the campus and families.</p> <p>Strategy's Expected Result/Impact: There will be increased parent academic engagement.</p> <p>Staff Responsible for Monitoring: Principal Associate Principal Counselors Teachers Students</p> <p>Problem Statements: Student Learning 7, 9, 10 - Perceptions 4</p> <p>Funding Sources: Light refreshments for parents - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide on-going training and support for teachers to ensure they are proficient in using ParentSquare.</p> <p>Strategy's Expected Result/Impact: There will be improved communication with all stake holders.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: During Meet the Teacher, two way communication will be established with parents by setting up ParentSquare and assisting parents with becoming an observer in Canvas. Throughout the year parents will be reminded to sign up as an observer in Canvas through the principal newsletter.</p> <p>Strategy's Expected Result/Impact: There will be increased communication with parents.</p> <p>Staff Responsible for Monitoring: Principals Academic Dean Associate Principal Assistant Principals Teachers</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 7: CHS did not receive any CCMR Outcome Bonuses in 2023. Root Cause: Administrators, Counselors, Teachers and students don't understand the importance of TSIA and how it relates to CCMR outcome bonuses.</p> <p>Problem Statement 9: 37% of students taking an AP course scored a 3 or above on the exam. Root Cause: The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.</p> <p>Problem Statement 10: In 2023, \$400, 000 of outcome bounces was not achieved due to a lack of TSIA2 completion. Root Cause: There is not a strong system in place to support students in completing TSIA assessments.</p>

School Processes & Programs

Problem Statement 2: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

Perceptions

Problem Statement 4: Many parents are not involved with student academic progress. **Root Cause:** Parents lack training, knowledge, and/or equipment necessary to properly monitor student grades and student work in Canvas and Skyward. Lack of training/parent nights to educate parents on the importance of their child's data and progress.

Problem Statement 6: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.





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

Performance Objective 3: Increase attendance from 91% to 95% through timely effective communication.

High Priority

Evaluation Data Sources: Weekly ADA reports, Truancy Prevention Measure Reports, Campus Communication Logs, Skyward Attendance Notes, CHS Weekly Newsletter, Bi-monthly Attendance Newsletters, and Attendance Liaison parent conferences and home visits.

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly TPM letters sent electronically, phone calls/conferences/contracts with students who have excessive absences, attendance newsletter, and home visits to truant student's homes.</p> <p>Strategy's Expected Result/Impact: There will be improved ADA attendance and a reduction of 10+TPMs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerk Student Advocate Specialist</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd period teachers make phone calls home notifying parents of absent students and track in campus-wide attendance tracker.</p> <p>Strategy's Expected Result/Impact: Through the relationship and ongoing communication absent student's attendance rate will improve which will improve ADA for campus.</p> <p>Staff Responsible for Monitoring: Administrators Student Advocate Specialist Teachers Attendance Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing attendance incentives for students and staff throughout the year.</p> <p>Strategy's Expected Result/Impact: There will be increased attendance, increased awareness of attendance laws, and improved culture and climate.</p> <p>Staff Responsible for Monitoring: Administration Student Advocate Specialist Sunshine Committee Secretary/AP Secretary</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 7</p> <p>Funding Sources: Incentives for students - 211 - Title I, Part A - 6100,6300, 6400 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The preliminary attendance rate for 2024 is 91.21%. Root Cause: Attendance threshold letters were not routinely sent to notify parents of attendance concerns and there were clear roles and responsibilities for contacting parents of absent students.</p>
School Processes & Programs
<p>Problem Statement 7: Student attendance has dropped below the 95% budget threshold. Root Cause: Roles for staff who can have a direct impact on student attendance need to be clearly defined (front office staff, teachers, administrators).</p>

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

Performance Objective 4: Welcome, honor, and connect with our families through REAL family engagement events to increase student success through our ACE and other programs. (relationship building, academics, behavior, professional learning/training).

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

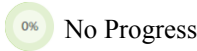
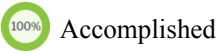
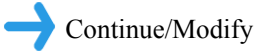
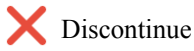
Parent Square

ACE Program

T3

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus staff, counselors, and administrators will engage parents, students, and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, On-Ramps, and college admission timelines; including, but not limited to: Chart your Course, Fish Camp, Financial Aid workshops, and Senior Summit.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Fine Arts/UIIL Academics Principal Advanced Academics Coordinator Teaching, Learning, and Innovation Staff Associate Principal Counselors T3 Advisors</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>Problem Statements: Student Learning 7, 8, 9, 10, 11 - Perceptions 4</p> <p>Funding Sources: Refreshments, Snacks, Drinks for Parents for Parent Events - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Partner with ACE to provide an after school program to provide students with HB1416 accelerated instruction, EOC tutorials, credit recovery opportunities, TSIA instruction and testing, and enrichment activities.</p> <p>Strategy's Expected Result/Impact: There will be increased Real Family Engagement.</p> <p>Staff Responsible for Monitoring: Campus Administration ACE Site Coordinator ACE Staff Counselors T3 Advisors</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 10 - School Processes & Programs 5 - Perceptions 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: In English 1, 40% of students scored Meets and in English 2, 45% of students scored Meets on STAAR in 2024. Root Cause: There were inconsistencies in curriculum, implementation, and staff turnover in ELA 1 and ELA 2 in 2023-2024.</p>
<p>Problem Statement 2: In Algebra 1, 24% of students scored Meets on STAAR in 2024. This was an increase from 14% in 2023, but still below the 60% Meets goal. Root Cause: There is the need to support students with working on new item types using My Open Math to improve overall performance.</p>
<p>Problem Statement 3: In Biology, 37% of students scored Meets on STAAR in 2024. This was an increase from 33% in 2023, but still below the 60% Meets goal. Root Cause: Limited content knowledge exists and gaps in supporting background knowledge from previous years has effected overall performance.</p>
<p>Problem Statement 4: In US History, 59% of students scored Meets on STAAR in 2024. This is a decrease from 66% in 2023. Root Cause: There are adjustments needed in the curriculum to address gaps and ongoing support for effective Tier 1 instruction.</p>
<p>Problem Statement 5: Special education students continue to perform below their general education peers on STAAR. Root Cause: There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach.</p>
<p>Problem Statement 6: We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability. Root Cause: There was an inconsistent PLC process and focus on the 4 PLC questions to improve instruction.</p>
<p>Problem Statement 7: CHS did not receive any CCMR Outcome Bonuses in 2023. Root Cause: Administrators, Counselors, Teachers and students don't understand the importance of TSIA and how it relates to CCMR outcome bonuses.</p>

Student Learning

Problem Statement 8: 85% 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 TSIA, ACT, and SAT content embedded in core academic areas.

Problem Statement 9: 37% 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.

Problem Statement 10: In 2023, \$400,000 of outcome bounces was not achieved due to a lack of TSIA2 completion. **Root Cause:** There is not a strong system in place to support students in completing TSIA assessments.

Problem Statement 11: The 2024 preliminary A-F accountability is 84% (B). Our goal is to have an A rating. **Root Cause:** There needs to be an increased focus on improving Tier I instruction

School Processes & Programs

Problem Statement 5: There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery. **Root Cause:** Lack of MTSS school-wide approach with data tracking of all students to identify chronic failures, absences, and targeted interventions.

Perceptions

Problem Statement 4: Many parents are not involved with student academic progress. **Root Cause:** Parents lack training, knowledge, and/or equipment necessary to properly monitor student grades and student work in Canvas and Skyward. Lack of training/parent nights to educate parents on the importance of their child's data and progress.

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

Performance Objective 5: 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.

Evaluation Data Sources: Hope Squad, Stop It, Bark, MTSS Process.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide services to address homelessness, social emotional support, pregnancy related services, dropout recovery, and students alternative discipline settings.</p> <p>Strategy's Expected Result/Impact: Annual attendance goals will be met.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services Facilities and Operations Director of School and Student Support Principal Counselors Social Worker Special Education Staff</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Attendance incentives - 199 - General Fund: High School Allotment - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to promote conflict resolution, healthy relationships, dating violence through use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbullying Prevention, etc.) and crisis prevention responsive services.</p> <p>Strategy's Expected Result/Impact: There will be a reduction of student referrals for violent and/or socially irresponsible behavior.</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership Director of School and Student Support Principal Assistant Principals Social Workers Counselors</p> <p>Problem Statements: School Processes & Programs 4 - Perceptions 1</p> <p>Funding Sources: Small Prizes for Students, Incentives, Ribbons, Certificates - 461 - Campus Activity Fund - \$750</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs

Problem Statement 4: There are too many students in the hallways during instructional periods. **Root Cause:** The E-Hall system needs to be implemented with fidelity.

Perceptions

Problem Statement 1: There has been an increase in the number of students demonstrating deficits in social and emotional well being. **Root Cause:** An increased number of students are dealing with circumstances that they can not manage on their own.





Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

High Priority

Evaluation Data Sources: Weekly exterior door checks, TEA intruder audit (Texas School Safety Center), Campus safety drills, campus professional learning/faculty meetings over safety procedures, external safety audit that includes student, staff, and parent surveys.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to be active and visible on campus (interior & exterior) and through usage of safety and security personnel (hall monitor/police officer) that includes daily door checks and patrolling of campus.</p> <p>Strategy's Expected Result/Impact: There will be positive feedback from students, parents, community, staff, and district surveys. There will be a decrease in the number of student discipline referrals and decreased suspicious activity.</p> <p>Staff Responsible for Monitoring: CISD Police Dept. Safety Monitors Principals Assistant Principals Safety and Security Coordinator.</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that all safety drills, staff meetings/trainings, and facility checks are conducted and debriefed with corrective actions, as necessary.</p> <p>Strategy's Expected Result/Impact: There will be safe and secure campuses and facilities and improved staff and substitute preparedness for all emergencies.</p> <p>Staff Responsible for Monitoring: Asst. Superintendent of Student Services Facilities, & Operations CISD Police Department Safety Monitors Principals Assistant Principals Safety and Security Coordinator Counselors Social Worker</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor the campus discipline management plan and the implementation of clear expectations, routines and procedures, viable alternatives, and consistent expectations in common areas and classrooms.</p> <p>Strategy's Expected Result/Impact: There will be a decrease in the number of student discipline referrals.</p> <p>Staff Responsible for Monitoring: Director of School and Student Support Principals Assistant Principals Counselors Safety Monitors Teachers</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2, 4 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The Teaching, Learning, and Innovation Team and CHS admin team will work with teachers during professional learning, PLCs, and planning time to provide strategies for creating clear expectations in the learning environment that promotes respectful and responsible interactions.</p> <p>Strategy's Expected Result/Impact: Teachers will promote positive citizenship skills and there will be improved student behavior as a result. (ex: RUP assemblies, CHAMPs training, PRIDE)</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Counselors Teachers</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2, 4 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Discipline referrals increased from 1,644 in 2023 to 1,800 in 2024. Root Cause: There were inconsistent procedures for monitoring and addressing student behavior infractions.</p>
School Processes & Programs
<p>Problem Statement 2: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. Root Cause: Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.</p>
<p>Problem Statement 4: There are too many students in the hallways during instructional periods. Root Cause: The E-Hall system needs to be implemented with fidelity.</p>

Perceptions





Problem Statement 6: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.

Goal 3: Implement Effective and Efficient Operations

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			
<p>Strategy 1: Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment Protocols and adhere to the parental notification procedures related to suicide prevention, self-harm, and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: There will be increased student safety and a decrease in suicide ideation/ attempts/self-harm.</p> <p>Staff Responsible for Monitoring: Safe and Supportive School Staff Principal Assistant Principals</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued implementation of a Student Ambassador Suicide Awareness Program, "Hope Squad" which included 20-30 CHS student-selected ambassadors to build suicide awareness and how to get other students to help in the event of a crisis.</p> <p>Strategy's Expected Result/Impact: Train student ambassadors on how to identify students who are suicidal or having suicidal ideations to get adult help immediately and reduce the risk of harm to students.</p> <p>Staff Responsible for Monitoring: Counselors Social Worker Hope Squad Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: There has been an increase in the number of students demonstrating deficits in social and emotional well being. **Root Cause:** An increased number of students are dealing with circumstances that they can not manage on their own.

Goal 3: Implement Effective and Efficient Operations


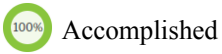
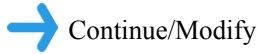

Performance Objective 3: Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: Behavior and Counseling Data
SABERS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers and associated Special Education referrals.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the timely intervention of students with behavior needs.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2 - Perceptions 1, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CHS will implement the universal SAEBRS screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings.</p> <p>Strategy's Expected Result/Impact: There will be a reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p>Staff Responsible for Monitoring: Director of School and Student Support Principal Special Programs Coordinator 504/MTSS Social Workers Counselors Crisis Counselors Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate Tier 1 behavior strategies such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and PBIS (Positive Behavioral Interventions and Supports) into campus standardized Teacher data walk forms and provide feedback and teacher assistance as necessary.</p> <p>Strategy's Expected Result/Impact: There will be a reduction in discipline referrals, related threat assessments, and reactive counseling services.</p> <p>Staff Responsible for Monitoring: Director of School and Student Support Principals Assistant Principals Counselors Teachers</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2, 4 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: During Operational weekly meetings, Leadership team will review discipline, EHall, Parent Square, VAPE, Searches and duty coverages to view hot spots and determine area of need. Students will be submitted to our MTSS process for added support.</p> <p>Strategy's Expected Result/Impact: Improve our overall discipline process at CHS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Associate Principal Academic Dean Teachers Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Increase the use of the MTSS process to support students and families with attendance issues.</p> <p>Strategy's Expected Result/Impact: There will be an effective MTSS system to review students with significant attendance issues, provide support to their families, and/or initiate the TPM truancy process if necessary.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Attendance Clerk Truancy Advocate Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: The preliminary attendance rate for 2024 is 91.21%. Root Cause: Attendance threshold letters were not routinely sent to notify parents of attendance concerns and there were clear roles and responsibilities for contacting parents of absent students.</p>
<p>Problem Statement 3: Discipline referrals increased from 1,644 in 2023 to 1,800 in 2024. Root Cause: There were inconsistent procedures for monitoring and addressing student behavior infractions.</p>
School Processes & Programs
<p>Problem Statement 2: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. Root Cause: Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.</p>
<p>Problem Statement 4: There are too many students in the hallways during instructional periods. Root Cause: The E-Hall system needs to be implemented with fidelity.</p>
<p>Problem Statement 7: Student attendance has dropped below the 95% budget threshold. Root Cause: Roles for staff who can have a direct impact on student attendance need to be clearly defined (front office staff, teachers, administrators).</p>
Perceptions
<p>Problem Statement 1: There has been an increase in the number of students demonstrating deficits in social and emotional well being. Root Cause: An increased number of students are dealing with circumstances that they can not manage on their own.</p>

Perceptions

Problem Statement 6: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.





Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Create and implement systems and processes that provide clear expectations, monitoring, and support of teachers in the workplace (Lion Pride, Sub Management Plans, Behavior Expectations, tardy sweeps, dress code checks, backpack checks, as well as grade level assemblies to provide clear expectations).

High Priority

Evaluation Data Sources: Lion Pride, Sub Management Plans, Behavior Expectations, Weekly Tardy Sweeps, IDs, Dress Code Checks, Use of Clear Backpacks, Grade Level Assemblies, Reminders via PA system & CHS Newsletter via Parent Square.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development in the area of campus-wide expectations and train all staff on expected behavior in common areas and classrooms.</p> <p>Strategy's Expected Result/Impact: There will be improved campus climate and culture and a reduction in referrals and absenteeism by staff and students.</p> <p>Staff Responsible for Monitoring: Administration Campus Discipline Committee Teachers</p> <p>Problem Statements: School Processes & Programs 2, 4 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Development of a campus discipline committee to increase teacher voice and provide clear expectations, monitoring, and support of teachers in the workplace</p> <p>Strategy's Expected Result/Impact: There will be a reduction in tardies, a reduction in dress code violations, and an increase in campus climate and culture.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide CHAMPs discipline training and implement classroom CHAMP posters for clear expectations and consistent classroom management.</p> <p>Strategy's Expected Result/Impact: There will be visual representation that serves as a reminder of classroom management systems that decrease referrals and behaviors, leading to academic success. All staff were provided the CHAMPS book to continue growing in this area and to refer back to as needed.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Behavior Committee Teachers</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: All administrators, teachers, and staff will hold all students accountable for wearing their school provided ID with systems in place for students who do not consistently wear their ID. Incentives will be provided to students for motivational purposes and materials if needed.</p> <p>Strategy's Expected Result/Impact: There will be an increased number of students and staff wearing their ID.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Campus Staff</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 6</p> <p>Funding Sources: Additional Funding - 211 - Title I, Part A - 6100, 6200, 6400 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Discipline referrals increased from 1,644 in 2023 to 1,800 in 2024. Root Cause: There were inconsistent procedures for monitoring and addressing student behavior infractions.</p>
School Processes & Programs
<p>Problem Statement 2: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. Root Cause: Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.</p> <p>Problem Statement 4: There are too many students in the hallways during instructional periods. Root Cause: The E-Hall system needs to be implemented with fidelity.</p>

Perceptions

Problem Statement 6: Students do not adhere to the dress code, ID expectations, or cell phone policy. In addition, the climate survey indicated teachers desire more support from administrators with student behaviors. **Root Cause:** Our Discipline Program at CHS did not effectively address student dress code, ID's, cell phone usage, vape hits, and classroom support for teachers.





Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: CHS will attract, recruit, and retain highly qualified educators who possess the necessary skills and knowledge to facilitate effective classroom instruction resulting in a 100% teacher fill rate and a 6% increase in teacher retention.

High Priority

Evaluation Data Sources: TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis, Forecast 5

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement a mentor/mentee program and conduct monthly mentor meetings.</p> <p>Strategy's Expected Result/Impact: There will be an increase in teacher effectiveness and an increase in teacher retention.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Assistant Principals New Teachers Mentor Teachers</p> <p>Funding Sources: Refreshments for Mentee Mtgs. - 425 - Teacher Induction/Mentor - \$250, Food for Staff - 199 - General Fund: High School Allotment - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will continue to implement a substitute system that promotes relationship building with substitutes, proactively fill positions several weeks in advance, and increases teacher awareness of absences to limit high absence days.</p> <p>Strategy's Expected Result/Impact: There will be an increased in teacher and substitute retention, and in crease in the sub fill rate, and a decrease in high absence days.</p> <p>Staff Responsible for Monitoring: Principal Academic Dean Associate Principal Assistant Principal Directors will be invited to participate in interviews.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the substitute fill rate with a substitute coverage plan that promotes the success of substitutes.</p> <p>Strategy's Expected Result/Impact: There will be a decrease in the number of staff that have to cover classes.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Director of Talent and Acquisition</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers with leadership opportunities such as department chairs, campus committees, administrator interns, district committees, and extra-curricular sponsors to maintain a strong culture that values shared vision and shared leadership.</p> <p>Strategy's Expected Result/Impact: There will be a strong campus culture, high teacher morale and a decrease in teacher turnover rate by 5%.</p> <p>Staff Responsible for Monitoring: Campus Administration Executive Director of Educational Leadership</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The principal will develop coaching plans in alignment to the district coaching model and timeline. The principal will meet with the coach and teacher to review the plan and monitor progress.</p> <p>Strategy's Expected Result/Impact: There will be an increased teacher retention rate.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student incentives will be provided for motivational purposes to include snacks and testing materials.		\$0.00
1	1	2	Student incentives will be provided for motivational purposes to include snacks and testing materials.		\$0.00
1	1	3	Student incentives will be provided for motivational purposes to include snacks and testing materials.		\$0.00
1	1	11	Materials and Resources		\$0.00
1	5	4			\$0.00
Sub-Total					\$0.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Student incentives will be provided for motivational purposes to include snacks and testing materials.		\$1,500.00
2	5	1	Attendance incentives		\$2,000.00
3	5	1	Food for Staff		\$2,500.00
Sub-Total					\$6,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Student incentives will be provided for motivational purposes to include snacks and testing materials.	6100, 6300 and 6400	\$1,500.00
1	1	6	Student incentives will be provided for motivational purposes to include snacks and testing materials.	6100, 6200, 6300	\$1,500.00
1	1	8	Student incentives will be provided for motivational purposes to include snacks and testing materials.	6100, 6200, 6400	\$1,500.00
1	1	8	Subs for Planning Days		\$1,000.00
1	1	10	Title Funds		\$1,000.00
1	1	11	Materials and Resources		\$0.00
1	1	13	Student incentives will be provided for motivational purposes to include snacks and testing materials.		\$3,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14	IXL Tutorial Software for 300 students	\$1200-\$1500	\$0.00
1	6	3	Light Refreshments for Parents for Parent Event		\$1,000.00
1	6	4	Title Funds		\$1,000.00
2	3	3	Incentives for students	6100,6300, 6400	\$3,000.00
2	4	1	Refreshments, Snacks, Drinks for Parents for Parent Events		\$1,000.00
3	4	4	Additional Funding	6100, 6200, 6400	\$3,000.00
Sub-Total					\$18,500.00
215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Materials and Resources		\$0.00
2	2	2	Light refreshments for parents		\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	materials and resources		\$0.00
Sub-Total					\$0.00
425 - Teacher Induction/Mentor					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1	Refreshments for Mentee Mtgs.		\$250.00
Sub-Total					\$250.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2	Small Prizes for Students, Incentives, Ribbons, Certificates		\$750.00
Sub-Total					\$750.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Materials and Resources		\$0.00
1	2	1	199 - General Fund	Title Funds	\$0.00
Sub-Total					\$0.00

Addendums

Texas Education Agency
2019 STAAR Performance Data Table
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD

CONFIDENTIAL

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	693	244	-	304	205	1,446	
Approaches GL or Above	439	208	-	245	195	1,087	75
Meets GL or Above	293	130	-	131	160	714	49
Masters GL	39	66	-	37	83	225	16
Total Percentage Points Component Score							140
							47

[Download Excel](#)

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
All Subjects																
Percent of Tests																
% at Approaches GL Standard or Above	75%	95%	75%	76%	33%	80%	-	75%	74%	53%	70%	39%	84%	77%	69%	
% at Meets GL Standard or Above	49%	59%	49%	52%	33%	40%	-	25%	47%	21%	44%	18%	53%	53%	38%	
% at Masters GL Standard	16%	14%	14%	25%	0%	20%	-	25%	14%	5%	13%	3%	16%	18%	8%	
Number of Tests																
# at Approaches GL Standard or Above	1,087	21	914	141	1	4	-	6	880	189	458	58	16	857	230	
# at Meets GL Standard or Above	714	13	600	96	1	2	-	2	558	75	289	27	10	588	126	
# at Masters GL Standard	225	3	173	46	0	1	-	2	167	18	85	5	3	199	26	
Total Tests	1,446	22	1,223	185	3	5	-	8	1,189	359	652	148	19	1,113	333	
ELA/Reading																
Percent of Tests																
% at Approaches GL Standard or Above	63%	91%	63%	64%	33%	50%	-	0%	62%	36%	57%	21%	70%	66%	55%	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Reading																
% at Meets GL Standard or Above	42%	55%	42%	45%	33%	0%	-	0%	40%	14%	37%	12%	30%	45%	33%	
% at Masters GL Standard	6%	9%	5%	12%	0%	0%	-	0%	5%	0%	4%	3%	0%	7%	2%	
Number of Tests																
# at Approaches GL Standard or Above	439	10	374	53	1	1	-	0	358	64	177	16	7	350	89	
# at Meets GL Standard or Above	293	6	249	37	1	0	-	0	229	24	113	9	3	240	53	
# at Masters GL Standard	39	1	28	10	0	0	-	0	27	0	13	2	0	36	3	
Total Tests	693	11	592	83	3	2	-	2	573	177	309	77	10	530	163	
Mathematics																
Percent of Tests																
% at Approaches GL Standard or Above	85%	100%	85%	86%	-	-	-	100%	85%	76%	85%	64%	100%	85%	85%	
% at Meets GL Standard or Above	53%	75%	55%	45%	-	-	-	0%	51%	47%	58%	25%	100%	57%	42%	
% at Masters GL Standard	27%	0%	28%	28%	-	-	-	0%	25%	23%	34%	4%	33%	31%	15%	
Number of Tests																
# at Approaches GL Standard or Above	208	4	177	25	-	-	-	2	178	57	110	18	3	157	51	
# at Meets GL Standard or Above	130	3	114	13	-	-	-	0	108	35	75	7	3	105	25	
# at Masters GL Standard	66	0	58	8	-	-	-	0	53	17	44	1	1	57	9	
Total Tests	244	4	209	29	-	-	-	2	210	75	130	28	3	184	60	
Writing																
Percent of Tests																
% at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Number of Tests																
# at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Science																
Percent of Tests																
% at Approaches GL Standard or Above	81%	100%	80%	79%	-	-	-	100%	79%	64%	78%	45%	100%	81%	80%	
% at Meets GL Standard or Above	43%	40%	43%	47%	-	-	-	0%	42%	13%	43%	10%	50%	45%	36%	
% at Masters GL Standard	12%	20%	10%	26%	-	-	-	0%	11%	0%	10%	3%	25%	14%	7%	
Number of Tests																
# at Approaches GL Standard or Above	245	5	208	30	-	-	-	2	200	57	127	13	4	190	55	
# at Meets GL Standard or Above	131	2	111	18	-	-	-	0	105	12	70	3	2	106	25	
# at Masters GL Standard	37	1	26	10	-	-	-	0	28	0	16	1	1	32	5	
Total Tests	304	5	259	38	-	-	-	2	253	89	162	29	4	235	69	
Social Studies																

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
Percent of Tests																
% at Approaches GL Standard or Above	95%	100%	95%	94%	-	100%	-	100%	94%	61%	86%	79%	100%	98%	85%	
% at Meets GL Standard or Above	78%	100%	77%	80%	-	67%	-	100%	76%	22%	61%	57%	100%	84%	56%	
% at Masters GL Standard	40%	50%	37%	51%	-	33%	-	100%	39%	6%	24%	7%	50%	45%	22%	
Number of Tests																
# at Approaches GL Standard or Above	195	2	155	33	-	3	-	2	144	11	44	11	2	160	35	
# at Meets GL Standard or Above	160	2	126	28	-	2	-	2	116	4	31	8	2	137	23	
# at Masters GL Standard	83	1	61	18	-	1	-	2	59	1	12	1	1	74	9	
Total Tests	205	2	163	35	-	3	-	2	153	18	51	14	2	164	41	

- Indicates there are no students in the group.

**Texas Education Agency
2019 Accountability Ratings Overall Summary
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD**

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		84	B
STAAR Performance	47	75	
College, Career and Military Readiness	62	91	
Graduation Rate	97.3	90	
School Progress		85	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 77.1%)	55	85	B
Closing the Gaps	60	77	C

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	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in English Language Arts/Reading
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	94.1%	Q2
Accelerated Student Progress in ELA/Reading	1.0%	Q2
Grade 3 Reading Performance (Masters Grade Level)		
Grade 4 Reading Performance (Masters Grade Level)		
Grade 4 Writing Performance (Masters Grade Level)		
Grade 5 Reading Performance (Masters Grade Level)		
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)	7.0%	Q1
English II Performance (Masters Grade Level)	4.0%	Q1
AP/IB Examination Participation: ELA	10.8%	Q2
AP/IB Examination Results (Examinees >= Criterion): ELA	2.0%	Q4
SAT/ACT Participation	100.0%	Q1
Average SAT Score: Reading and Writing	462	Q3
Average ACT Score: ELA	20.7	Q1
Advanced/Dual-Credit Completion: ELA/Reading (9–12)	6.8%	Q4
Total Indicators for ELA/Reading		4 of 10

Distinction Campus Outcome: 4 of 10 eligible indicators in Q1 (Top Quartile)

4 of 10 = 40%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Mathematics
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
 Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	94.1%Q2	
Accelerated Student Progress in Mathematics	33.0%Q1	
Grade 3 Mathematics Performance (Masters Grade Level)		
Grade 4 Mathematics Performance (Masters Grade Level)		
Grade 5 Mathematics Performance (Masters Grade Level)		
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)27.0%Q1		
AP/IB Examination Participation: Mathematics	3.2%Q3	
AP/IB Examination Results (Examinees >= Criterion): Mathematics	13.3%Q2	
SAT/ACT Participation	100.0%Q1	
Average SAT Score: Mathematics	453Q4	
Average ACT Score: Mathematics	19.4Q1	
Advanced/Dual-Credit Completion: Mathematics (9–12)	9.5%Q4	
Total Indicators for Mathematics		4 of 9

Distinction CampusOutcome:4of9eligibleindicatorsinQ1(TopQuartile)

4 of 9=44%

Distinction **Target:HighSchool=33%orhigher**

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Science
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	94.1%	Q2
Grade 5 Science Performance (Masters Grade Level)		
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)	12.0%	Q2
AP/IB Examination Participation: Science	9.2%	Q2
AP/IB Examination Results (Examinees >= Criterion): Science	14.0%	Q2
Average ACT Score: Science	18.4	Q3
Advanced/Dual-Credit Completion: Science (9–12)	21.6%	Q2
Total Indicators for Science		0 of 6

Distinction Campus Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)

0 of 6 = 0%

Distinction Target: High School = 33% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Social Studies
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	94.1%Q2	
Grade 8 Social Studies Performance (Masters Grade Level)		
EOC U.S. History Performance (Masters Grade Level)	40.0%Q1	
AP/IB Examination Participation: Social Studies	18.9%Q1	
AP/IB Examination Results (Examinees >= Criterion): Social Studies	6.8%Q3	
Advanced/Dual-Credit Completion: Social Studies (9–12)	20.0%Q2	
Total Indicators for Social Studies		2 of 5

Distinction CampusOutcome:2of5eligibleindicatorsinQ1(TopQuartile)

2 of 5=40%

Distinction **Target:HighSchool=33%orhigher**

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Campus Name	District Name	AG Scaled Score
1 PITTSBURG H S (032902002)	PITTSBURG ISD	89
2 KIPP HOUSTON H S (227820013)	KIPP TEXAS PUBLIC SCHOOLS	88
3 LA FERIA H S (031905001)	LA FERIA ISD	86
4 BLANSON CTE H S (101902014)	ALDINE ISD	84
5 LYFORD H S (245902001)	LYFORD CISD	84
6 MOUNTAIN VIEW H S (071901002)	CLINT ISD	84
7 CLINT H S (071901001)	CLINT ISD	83
8 ANDRESS H S (071902001)	EL PASO ISD	82
9 LULING H S (028903001)	LULING ISD	82
10 VENUS H S (126908001)	VENUS ISD	82
11 A C JONES H S (013901001)	BEEVILLE ISD	81
CASTLEBERRY H S (220917001)	CASTLEBERRY ISD	80
12 FERRIS H S (070905002)	FERRIS ISD	80
13 WILLOWRIDGE H S (079907002)	FORT BEND ISD	80
14 ZAPATA H S (253901001)	ZAPATA COUNTY ISD	80
15 DAVID W CARTER H S (057905023)	DALLAS ISD	79
16 KIPP NORTHEAST COLLEGE PREPARATORY (227820015)	KIPP TEXAS PUBLIC SCHOOLS	79
17 NAVASOTA H S (093904002)	NAVASOTA ISD	79
18 MCCOLLUM H S (015904002)	HARLANDALE ISD	78
19 CARVER H S FOR APPLIED TECH/ENGINE (101902002)	ALDINE ISD	75
20 IRVIN H S (071902008)	EL PASO ISD	75
21 THURGOOD MARSHALL H S (079907012)	FORT BEND ISD	75
22 SOMERSET H S (015909001)	SOMERSET ISD	73
23 SOUTHWEST H S (220905014)	FORT WORTH ISD	73
24 WESTERN HILLS H S (220905015)	FORT WORTH ISD	73
25 UPLIFT SUMMIT INTERNATIONAL H S (057803009)	UPLIFT EDUCATION	72
26 HIRSCHI H S (243905001)	WICHITA FALLS ISD	70
27 WILMER-HUTCHINS H S (057905380)	DALLAS ISD	70
28 BURBANK H S (015907002)	SAN ANTONIO ISD	69
29 LAKE WORTH H S (220910001)	LAKE WORTH ISD	69
30 TERRELL H S (129906002)	TERRELL ISD	69
31 MARSHALL H S (102902001)	MARSHALL ISD	68
32 CENTER H S (210901001)	CENTER ISD	66
33 JAMES EARL RUDDER H S (021902002)	BRYAN ISD	66
34 BRAZOSPORT H S (020905001)	BRAZOSPORT ISD	65
35 GAINESVILLE H S (049901001)	GAINESVILLE ISD	63
36 BAY CITY H S (158901001)	BAY CITY ISD	59
37 HEMPSTEAD H S (237902001)	HEMPSTEAD ISD	58
38 JASPER H S (121904001)	JASPER ISD	58
39 LYTLE H S (007904001)	LYTLE ISD	57
40 PORT ISABEL H S (031909001)	POINT ISABEL ISD	55

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 82

NO DISTINCTION EARNED

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Top 25 Percent: Comparative Closing the Gaps (CTG)
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Campus Name	District Name	CTG Scaled Score
1 PITTSBURG H S (032902002)	PITTSBURG ISD	88
2 BLANSON CTE H S (101902014)	ALDINE ISD	86
3 LYFORD H S (245902001)	LYFORD CISD	85
4 KIPP HOUSTON H S (227820013)	KIPP TEXAS PUBLIC SCHOOLS	83
5 CLINT H S (071901001)	CLINT ISD	81
6 LA FERIA H S (031905001)	LA FERIA ISD	79
7 UPLIFT SUMMIT INTERNATIONAL H S (057803009)	UPLIFT EDUCATION	79
8 VENUS H S (126908001)	VENUS ISD	79
CASTLEBERRY H S (220917001)	CASTLEBERRY ISD	77
9 MOUNTAIN VIEW H S (071901002)	CLINT ISD	77
10 CARVER H S FOR APPLIED TECH/ENGINE (101902002)	ALDINE ISD	76
11 MCCOLLUM H S (015904002)	HARLANDALE ISD	76
12 ZAPATA H S (253901001)	ZAPATA COUNTY ISD	76
13 A C JONES H S (013901001)	BEEVILLE ISD	75
14 CENTER H S (210901001)	CENTER ISD	75
15 HIRSCHI H S (243905001)	WICHITA FALLS ISD	75
16 ANDRESS H S (071902001)	EL PASO ISD	74
17 KIPP NORTHEAST COLLEGE PREPARATORY (227820015)	KIPP TEXAS PUBLIC SCHOOLS	74
18 LULING H S (028903001)	LULING ISD	74
19 WESTERN HILLS H S (220905015)	FORT WORTH ISD	74
20 DAVID W CARTER H S (057905023)	DALLAS ISD	73
21 FERRIS H S (070905002)	FERRIS ISD	73
22 NAVASOTA H S (093904002)	NAVASOTA ISD	73
23 PORT ISABEL H S (031909001)	POINT ISABEL ISD	73
24 BAY CITY H S (158901001)	BAY CITY ISD	72
25 JASPER H S (121904001)	JASPER ISD	72
26 SOMERSET H S (015909001)	SOMERSET ISD	72
27 SOUTHWEST H S (220905014)	FORT WORTH ISD	72
28 HEMPSTEAD H S (237902001)	HEMPSTEAD ISD	71
29 IRVIN H S (071902008)	EL PASO ISD	71
30 TERRELL H S (129906002)	TERRELL ISD	71
31 WILMER-HUTCHINS H S (057905380)	DALLAS ISD	71
32 BRAZOSPORT H S (020905001)	BRAZOSPORT ISD	70
33 BURBANK H S (015907002)	SAN ANTONIO ISD	70
34 JAMES EARL RUDDER H S (021902002)	BRYAN ISD	70
35 LYTLE H S (007904001)	LYTLE ISD	70
36 GAINESVILLE H S (049901001)	GAINESVILLE ISD	68
37 MARSHALL H S (102902001)	MARSHALL ISD	68
38 LAKE WORTH H S (220910001)	LAKE WORTH ISD	67
39 WILLOWRIDGE H S (079907002)	FORT BEND ISD	65
40 THURGOOD MARSHALL H S (079907012)	FORT BEND ISD	63

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 76

DISTINCTION EARNED

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Postsecondary Readiness
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	49.0%	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics		
Four-Year Longitudinal Graduation Rate	92.7%	Q2
Four-Year Longitudinal Graduation Plan Rate	93.1%	Q2
TSI Criteria Graduates	26.2%	Q2
College, Career, and Military Ready Graduates	62.0%	Q2
SAT/ACT Participation	100.0%	Q1
AP/IB Examination Participation: Any Subject	28.0%	Q1
CTE Coherent Sequence Graduates	77.2%	Q2
Total Indicators for Postsecondary Readiness		3 of 8

Evaluation of campus outcomes: 3 of 8 eligible indicators in Q1 (Top Quartile)

3 of 8 = 38%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Indicator Score	Score	Quartile 1	Quartile
	Numerator	Denominator		Minimum Score	
Attendance Rate	155,342.0	165,022.0	94.1	94.9	Q2
Accelerated Student Progress in ELA/Reading	3	238	1	2	Q2
Accelerated Student Progress in Mathematics	65	198	33	30	Q1
Grade 3 Reading Performance (Masters Grade Level)					
Grade 3 Mathematics Performance (Masters Grade Level)					
Grade 4 Reading Performance (Masters Grade Level)					
Grade 4 Mathematics Performance (Masters Grade Level)					
Grade 4 Writing Performance (Masters Grade Level)					
Grade 5 Reading Performance (Masters Grade Level)					
Grade 5 Mathematics Performance (Masters Grade Level)					
Grade 5 Science Performance (Masters Grade Level)					
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)	66	244	27	24.0	Q1
English I Performance (Masters Grade Level)	25	380	7	5.0	Q1
English II Performance (Masters Grade Level)	14	313	4	4.0	Q1
EOC Biology Performance (Masters Grade Level)	37	304	12	16.0	Q2
EOC U.S. History Performance (Masters Grade Level)	83	205	40	36.5	Q1
AP/IB Examination Participation: ELA	50	465	10.8	14.1	Q2
AP/IB Examination Participation: Mathematics	15	465	3.2	5.3	Q3
AP/IB Examination Participation: Science	43	465	9.2	11.0	Q2
AP/IB Examination Participation: Social Studies	88	465	18.9	12.4	Q1
AP/IB Examination Participation: Any Subject	130	465	28.0	24.3	Q1
AP/IB Examination Results (Examinees >= Criterion): ELA	1	50	2.0	23.3	Q4
AP/IB Examination Results (Examinees >= Criterion): Mathematics	2	15	13.3	25.0	Q2
AP/IB Examination Results (Examinees >= Criterion): Science	6	43	14.0	17.4	Q2
AP/IB Examination Results (Examinees >= Criterion): Social Studies	6	88	6.8	17.8	Q3
SAT/ACT Participation	240	206	100	100	Q1
Average SAT Score: Reading and Writing	n/a	240	462	509	Q3
Average SAT Score: Mathematics	n/a	240	453	492	Q4
Average ACT Score: ELA	n/a	10	20.7	18.9	Q1
Average ACT Score: Mathematics	n/a	10	19.4	19.2	Q1
Average ACT Score: Science	n/a	10	18.4	20.1	Q3
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	714	1,446	49.0	47.5	Q1
Pct of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics					
Four-Year Longitudinal Graduation Rate	204	220	92.7	95.7	Q2
Four-Year Longitudinal Graduation Plan Rate	188	202	93.1	95.1	Q2
TSI Criteria Graduates	54	206	26.2	33.3	Q2
College, Career, and Military Ready Graduates	129	206	62.0	67.0	Q2
Advanced/Dual-Credit Completion: ELA/Reading (9–12)	58	858	6.8	16.2	Q4
Advanced/Dual-Credit Completion: Mathematics (9–12)	85	899	9.5	21.9	Q4
Advanced/Dual-Credit Completion: Science (9–12)	199	922	21.6	23.8	Q2
Advanced/Dual-Credit Completion: Social Studies (9–12)	146	729	20.0	20.2	Q2
CTE Coherent Sequence Graduates	159	206	77.2	85.1	Q2

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.