

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



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: Transform Teaching and Learning: Student achievement, Teacher Growth, Instructional Pedagogy	16
Goal 2: Enhance Trust and Confidence in the District Through Effective Communication	33
Goal 3: Implement Effective and Efficient Operations	42
Goal 4: Implement Research-Proven Early Literacy and Numeracy Strategies to Foster Student Success	54
Campus Funding Summary	61

Comprehensive Needs Assessment

Demographics

Demographics Summary

Castleberry Elementary is a Title 1 school serving 744 students in Pre-K through 5th grade. We have many different sub populations in our school including:

2.5% Black/Non Hispanic

0.4% Pacific Islander

79.9% Hispanic, 15.1% White

2% Two or More Races

87.6% Economically Disadvantaged

36.4% LEP

30.2% Special Services

1.1% Immigrant

23.4% transfer students

73.9% At-Risk

13.5% Special Education

6.9% 504

The above demographic data is based on the 2022-2023 Texas Academic Performance Report (TAPR). The 2023-2024 report has not been released yet.

In the 2023-2024 school year there were 9 teacher resignations and 0 teachers non-renewed. There will be 6 new teachers at the start of the 2024-2025 school year.

Stakeholders include teachers, parents, and River Oaks community members.

Demographics Strengths

Staff attendance and student attendance in the mid 90's

English Language Learners and Economically Disadvantaged students on par with peers

Highly qualified teachers

All but two teachers have G/T initial 30 hours

Individualized Professional Learning

Mentors and coaches available for new teachers

Peer data walks to increase collaboration and share teacher strengths

Technology access for all students

Providing pet therapy and outside counseling for select students

Observations and feedback from behavior specialist and school psychologist

Open enrollment for Pre-K

Accepting out of district transfers

Family engagement events throughout the year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students identified as needing special education services exceeds the state average (13.5%) and continues to trend upward. **Root Cause:** Need to consistently provide and document interventions as well as follow the MTSS process in order to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 2 (Prioritized): 5.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2022-2023 TAPR report. **Root Cause:** Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

Problem Statement 3 (Prioritized): The attendance rate for the 2023-2024 school year is below 95%. **Root Cause:** Parents have been very comfortable keeping their students home since the COVID pandemic even when the student does not have a fever.

Problem Statement 4 (Prioritized): Special Education students achieved 8% Meets in reading and 11% Meets in math based on preliminary 2023-2024 A-F accountability data. **Root Cause:** Inconsistent co-teach models were utilized.

Student Learning

Student Learning Summary

Castleberry Elementary is currently rated a C: 78, based on 2021-2022 A-F Accountability data. The preliminary rating based on 2023-2024 data is a C: 79.

The following accountability data summary is based on preliminary 2023-2024 A-F Accountability data.

Math STAAR Performance 2024:

66.04% of students Approached Standards

33.96% of student Met Standards

9.66% of students Masters Standards

Reading STAAR Performance 2024:

74.92% of students Approached Standards

47.37% of students Met Standards

15.79% of students Mastered Standards

Science STAAR Performance 2024:

65.69% of students Approached Standards

37.25% of students Met Standards

14.71% of students Mastered Standards

The Long Term Target for TELPAS was met based on 2023-2024 A-F Accountability Data.

Student Learning Strengths

Action plans developed to support teachers in providing intentional and focused intervention

Goal setting successfully implemented to increase student achievement

Meeting with TLI to intentionally plan

Increased focus on skills rather than aesthetics

Testing students with CLI Engage in PK - 2nd for data points

Testing students with MAP in 1st - 5th grade for data points

Creating checklists for Kindergarten - 2nd for foundational skills

Fidelity of Heggerty implementation in PK-2nd grade

Dyslexic screeners in place for Kindergarten and 1st grade to identify students early

Improved PLCs by allowing teachers to effectively communicate on strategies for students

Multi-tiered Systems of Support (MTSS) goals more targeted

HB3 Reading Academy Teacher attendance

Increased identification of students for Dyslexia and GT

Identification of essential standards by teachers

Common formative assessments created, administered, and data analyzed by teachers in PLCs to target instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In Domain II, Academic Growth was a 80 based on A-F Accountability preliminary data for 2023-2024. **Root Cause:** We did score higher in this area than last years preliminary data, but we must be more targeted with individual students.

Problem Statement 2 (Prioritized): Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024. **Root Cause:** The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 3 (Prioritized): Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. **Root Cause:** There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.

Problem Statement 4 (Prioritized): Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2023-2024 based on preliminary A-F Accountability data. **Root Cause:** Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.

Problem Statement 5 (Prioritized): More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 6 (Prioritized): Only 47% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2023-2024 based on preliminary A-F accountability data. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 7 (Prioritized): STAAR 5th grade science performance is 37% Meets based on preliminary 2023-2024 A-F accountability data. **Root Cause:** We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers.

Problem Statement 8 (Prioritized): At CE, 17% of kindergarten students, 12% of 1st grade students and 21% of 2nd grade students did not meet or exceed grade-level expectations for reading skills on end of year 2023-2024 assessments. **Root Cause:** We hired a teacher after the year had already started in kindergarten. We also had outlier data in 1st and 2nd grade that needs to be addressed through coaching plans for specific teachers.

Problem Statement 9 (Prioritized): On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:**

The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction. The development of the writing process needs to reflect knowledge of AI grading criteria.

Problem Statement 10 (Prioritized): The majority of Emergent Bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. **Root Cause:** The rigor and content of the productive domains of the English Language Proficiency Standards (ELPS) are being neither routinely nor effectively addressed in all core content areas.

Problem Statement 11 (Prioritized): The effective implementation of high yield co-teaching strategies, along with creating intentional master schedules with special education students in mind, continues to show a need for improvement. **Root Cause:** Having an effective system in place that would allow for the gen ed teacher and the special education teacher to plan their lessons together.

School Processes & Programs

School Processes & Programs Summary

Teacher input is collected through campus surveys and during PLC meetings and is considered when administrators make decisions. The site based decision making committee is active and provides input that is used by the campus administrators for decision making. In response to teacher input and the needs assessment, the campus leadership team is implementing the use of additional leadership teams that include teachers.

All Castleberry Elementary teachers meet the federal and state highly qualified requirements. Professional learning is available to teachers almost daily at the campus level through PLCs and regularly through faculty meetings and Professional Learning days. In addition, the district provides professional learning through district Professional Learning days, online Canvas courses, instructional coaches, after school PLCs, and during the school day sessions. New teachers receive additional training during new teacher week and added support throughout the year from a coach or mentor who implement a coaching plan developed by the campus administrators.

To streamline classroom/discipline management, Castleberry Elementary utilizes Positive Behavior Interventions and Supports (PBIS) and continues to implement CHAMPS for the 2024-2025 school year. The use of campus wide expectations increases consistency across grade levels and decreases inappropriate student behaviors. PBIS along with UIL participation, the ACE after school program, and campus events contributes to a positive campus culture.

Instructional supports for teachers to use with students are provided to teachers through PLCs and campus professional learning. Additional supports for students include Amira, IXL, StemScopes Math, HMH, Progress Learning, McGraw Hill Science, and University of Florida Literacy Institute resources.

School Processes & Programs Strengths

Data analyzed after each Common Formative Assessment and used to drive instruction

Administrators and teachers implement action plans to increase academic performance

Word problem strategies consistent across grade levels

Intentional real world connections added during science

Targeted, flexible professional learning provided by the district

Attendance during Saturday school and PACE Summer School

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers do not fully understand the PLC purpose and process. **Root Cause:** Too much time was dedicated to action items that should be taken care of during team planning, not PLCs.

Problem Statement 2 (Prioritized): The staff survey indicated a need to provide clear student behavior expectations and admin support for student misbehaviors. **Root Cause:** Inconsistent implementation of CHAMPS and lack of universal language and expectations.

Problem Statement 3 (Prioritized): Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. **Root Cause:** While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Problem Statement 4 (Prioritized): When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 5 (Prioritized): There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 6: As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

Perceptions

Perceptions Summary

This year we have updated our campus mission and vision for better clarity and focus. We have also removed our house system for PBIS and replaced it with PurposeFull People, which is a thorough, school-wide Social Emotional Learning (SEL) program. Castleberry Elementary made an intentional effort to collect parent feedback after most campus events and used the feedback for planning future events. The use of ParentSquare has increased out parent communication and involvement. The ACE Out of School program has been more effective this year due to the new coordinator that has implemented a stronger academic focus and new systems for success. Castleberry Elementary had a high staff retention rate of 87% from the 2023-2024 school year.

Perceptions Strengths

PurposeFull People showing early signs of improving students' social-emotional IQ at school

Uniform discipline/classroom management through Positive Behavior Intervention and Supports (PBIS)

9 weeks assemblies to promote fun and a positive culture

Students feeling safe

Counselor reported more time to provide students with needed support

Increase in community engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Problem Statement 2 (Prioritized): We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night. **Root Cause:** We need to build stronger partnership with parents when it involves their child's academic success.

Problem Statement 3 (Prioritized): We no longer have a PTO. **Root Cause:** Parents are willing to come serve a specific, short term role, but we have not identified a parent able to take on a bigger, long-term PTO role.

Problem Statement 4 (Prioritized): Success of parent involvement events is measured by attendance rather than outcomes. **Root Cause:** There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.

Priority Problem Statements

Problem Statement 1: The staff survey indicated a need to provide clear student behavior expectations and admin support for student misbehaviors.

Root Cause 1: Inconsistent implementation of CHAMPS and lack of universal language and expectations.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Teachers do not fully understand the PLC purpose and process.

Root Cause 2: Too much time was dedicated to action items that should be taken care of during team planning, not PLCs.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2023-2024 based on preliminary A-F Accountability data.

Root Cause 3: Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of students identified as needing special education services exceeds the state average (13.5%) and continues to trend upward.

Root Cause 4: Need to consistently provide and document interventions as well as follow the MTSS process in order to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.

Problem Statement 4 Areas: Demographics

Problem Statement 5: 5.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2022-2023 TAPR report.

Root Cause 5: Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

Problem Statement 5 Areas: Demographics

Problem Statement 6: The attendance rate for the 2023-2024 school year is below 95%.

Root Cause 6: Parents have been very comfortable keeping their students home since the COVID pandemic even when the student does not have a fever.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Special Education students achieved 8% Meets in reading and 11% Meets in math based on preliminary 2023-2024 A-F accountability data.

Root Cause 7: Inconsistent co-teach models were utilized.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024.

Root Cause 8: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: More than half of students are leaving primary grades below grade level in writing district wide.

Root Cause 9: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Only 47% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2023-2024 based on preliminary A-F accountability data.

Root Cause 10: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: STAAR 5th grade science performance is 37% Meets based on preliminary 2023-2024 A-F accountability data.

Root Cause 11: We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: At CE, 17% of kindergarten students, 12% of 1st grade students and 21% of 2nd grade students did not meet or exceed grade-level expectations for reading skills on end of year 2023-2024 assessments.

Root Cause 12: We hired a teacher after the year had already started in kindergarten. We also had outlier data in 1st and 2nd grade that needs to be addressed through coaching plans for specific teachers.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture.

Root Cause 13: While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

Root Cause 14: Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

Root Cause 15: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Success of parent involvement events is measured by attendance rather than outcomes.

Root Cause 16: There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: We no longer have a PTO.

Root Cause 17: Parents are willing to come serve a specific, short term role, but we have not identified a parent able to take on a bigger, long-term PTO role.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night.

Root Cause 18: We need to build stronger partnership with parents when it involves their child's academic success.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.

Root Cause 19: There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: In Domain II, Academic Growth was a 80 based on A-F Accountability preliminary data for 2023-2024.

Root Cause 20: We did score higher in this area than last years preliminary data, but we must be more targeted with individual students.

Problem Statement 20 Areas: Student Learning

Problem Statement 21: On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR).

Root Cause 21: The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction. The development of the writing process needs to reflect knowledge of AI grading criteria.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: The majority of Emergent Bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.

Root Cause 22: The rigor and content of the productive domains of the English Language Proficiency Standards (ELPS) are being neither routinely nor effectively addressed in all core content areas.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: The effective implementation of high yield co-teaching strategies, along with creating intentional master schedules with special education students in mind, continues to show a need for improvement.

Root Cause 23: Having an effective system in place that would allow for the gen ed teacher and the special education teacher to plan their lessons together.

Problem Statement 23 Areas: Student Learning

Problem Statement 24: We have not developed strong academic and behavioral partnerships with all of our parents.

Root Cause 24: There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Problem Statement 24 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results

Student Data: Student Groups

- Dyslexia data

Employee Data

- 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

Goals

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

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

High Priority

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the effectiveness of Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.</p> <p>Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader TLI Staff</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Problem Statements: Student Learning 4, 6</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: PLCs will disaggregate data after each Quarterly Benchmarks, Common Formative Assessment, MAP assessments, and Checks for Understanding and develop a targeted action plan.</p> <p>Strategy's Expected Result/Impact: Targeted instruction Targeted MTSS Tier 2/3 interventions Growth in skills leading to increases in achievement</p> <p>Staff Responsible for Monitoring: Principal Campus Academic Leader Teachers</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3, 4, 5, 6, 7, 8, 9</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will vertically plan two times a year to align curriculum, target vocabulary, and implement strategies for effective instruction.</p> <p>Strategy's Expected Result/Impact: Increased alignment of curriculum across grade levels</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Teachers</p> <p>Problem Statements: Student Learning 1, 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will observe other teachers four times a year during PLCs and debrief with campus administration on strategies/Tier I instruction that was observed.</p> <p>Strategy's Expected Result/Impact: Increased use of effective strategies during Tier I instruction</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader</p> <p>Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teacher Teams will collaborate and design Checks for Understanding aligned to the level of rigor on Quarterly Benchmarks, Common Formative Assessments, and STAAR, and will follow up in PLC's to debrief with artifacts.</p> <p>Strategy's Expected Result/Impact: There will be an increase in alignment across grade levels on skills.</p> <p>Staff Responsible for Monitoring: Campus Academic Leader Grade Level Teams</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: With support from the Campus Academic Leader, teachers will implement Stemsscopes Math with fidelity.</p> <p>Strategy's Expected Result/Impact: Increased student performance on AMC, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and STAAR.</p> <p>Staff Responsible for Monitoring: Campus Academic Leader Teachers</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: - 410- IMA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will utilize common methodologies for analyzing and interpreting math and science problems (CER and RUBIES for Science, UPS check for math).</p> <p>Strategy's Expected Result/Impact: An increased focus on targeted skills for small groups to demonstrate mastery on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3, 4, 7</p> <p>Funding Sources: - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The Campus Academic Leader will support teachers with implementing the instructional cycle including the Gradual Release of Responsibility and 5E Models.</p> <p>Strategy's Expected Result/Impact: Students will connect and retain concepts learned, increase in student achievement on assessments</p> <p>Staff Responsible for Monitoring: Campus Academic Leader</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Teachers in ELA/Reading will receive job embedded support from Teaching, Learning, and Innovation and the Campus Academic Leader with implementation of the new kindergarten-12th grade vertically aligned writing process, including the development of short and extended constructed responses.</p> <p>Strategy's Expected Result/Impact: Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Principal Campus Academic Leader Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 6, 9</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The campus will provide TEKS-aligned online resources including but not limited to IXL, AMIRA, and Writeable, materials, and professional learning for all content areas to support student performance and growth.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance</p> <p>Staff Responsible for Monitoring: Principal Campus Academic Leader</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 410- IMA</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Teaching, Learning, and Innovation and Campus Academic Leaders will provide on-going professional learning and resources to support teachers' use of content area writing tools and strategies that will deepen students' understanding of the content, enhance critical thinking skills, and grow students' overall literacy development.</p> <p>Strategy's Expected Result/Impact: Core content teachers consistently utilize student digital portfolios to collect and house students' writing samples, self-assessments, goal-setting, and reflections on their progress and growth as a writer in that discipline</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Principal Campus Academic Leader</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 9</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Teaching, Learning, and Innovation and Campus Academic Leaders will provide teachers with specific guidelines and professional learning support for Lesson Internalization and Breaking Down the TEKS.</p> <p>Strategy's Expected Result/Impact: Students will connect and retain concepts learned, increase in student achievement on assessments</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Principal Campus Academic Leader</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: The campus will implement the district instructional coaching model with job-embedded professional learning opportunities to increase the effective use of strong instructional strategies within Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Growth in student engagement that will increase student achievement</p> <p>Staff Responsible for Monitoring: Content Coordinators Principal Assistant Principal Campus Academic Leader Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: CE will participate in the Effective Schools Framework grant partnership with Region XI who will support TIP development and training on identified target levers. The focus will be Essential Action 3.1 (professional development for effective classroom instruction) and Essential Action 5.2 Build Teacher Capacity (build teacher capacity through effective observation and feedback). Grants funds will be used to provide professional learning for campus staff.</p> <p>Strategy's Expected Result/Impact: To build capacity in teachers, aligned lesson plans, increased engagement, and increased STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Campus administrators will implement the district wide standardized Data Walk form and evaluate 100% of teachers using the T-TESS rubric to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, Increased student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leader</p> <p>Problem Statements: Student Learning 1, 3</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
<p>Problem Statement 1: In Domain II, Academic Growth was a 80 based on A-F Accountability preliminary data for 2023-2024. Root Cause: We did scorer higher in this area than last years preliminary data, but we must be more targeted with individual students.</p> <p>Problem Statement 2: Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>

Student Learning

Problem Statement 3: Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. **Root Cause:** There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.

Problem Statement 4: Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2023-2024 based on preliminary A-F Accountability data. **Root Cause:** Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.

Problem Statement 5: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

Problem Statement 6: Only 47% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2023-2024 based on preliminary A-F accountability data. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 7: STAAR 5th grade science performance is 37% Meets based on preliminary 2023-2024 A-F accountability data. **Root Cause:** We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers.

Problem Statement 8: At CE, 17% of kindergarten students, 12% of 1st grade students and 21% of 2nd grade students did not meet or exceed grade-level expectations for reading skills on end of year 2023-2024 assessments. **Root Cause:** We hired a teacher after the year had already started in kindergarten. We also had outlier data in 1st and 2nd grade that needs to be addressed through coaching plans for specific teachers.

Problem Statement 9: On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction. The development of the writing process needs to reflect knowledge of AI grading criteria.

School Processes & Programs

Problem Statement 1: Teachers do not fully understand the PLC purpose and process. **Root Cause:** Too much time was dedicated to action items that should be taken care of during team planning, not PLCs.

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





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

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Castleberry Elementary will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction and enrichment opportunities afterschool, on Saturdays, and in the summer.</p> <p>Strategy's Expected Result/Impact: Support Student Growth in achievement</p> <p>Staff Responsible for Monitoring: ACE Program Manager Principals Campus Academic Leaders ACE Site Coordinators</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund: State Compensatory Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus administrators will support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.</p> <p>Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader</p> <p>Problem Statements: Student Learning 2, 5, 8</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Academic Leaders will utilize MAP reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.</p> <p>Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA, Math, Science scores.</p> <p>Staff Responsible for Monitoring: Principal Campus Academic Leader</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CE 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 in their learning</p> <p>Staff Responsible for Monitoring: Principals Assistant Principal, Campus Academic Leader</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Gifted and Talented will provide ongoing training to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge.</p> <p>Strategy's Expected Result/Impact: Teachers will provide engaging learning extensions and enrichment opportunities for students.</p> <p>Staff Responsible for Monitoring: Principals Gifted and Talented Coordinator Campus Academic Leader</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers and administrators will use STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, IXL data, and AMIRA data to drive instruction and tiered intervention.</p> <p>Strategy's Expected Result/Impact: Improvement in Tier 1 instruction and the MTSS process</p> <p>Staff Responsible for Monitoring: Principals Campus Academic Leader</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</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:

Demographics
<p>Problem Statement 2: 5.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2022-2023 TAPR report. Root Cause: Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).</p>
Student Learning
<p>Problem Statement 1: In Domain II, Academic Growth was a 80 based on A-F Accountability preliminary data for 2023-2024. Root Cause: We did scorer higher in this area than last years preliminary data, but we must be more targeted with individual students.</p>
<p>Problem Statement 2: Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 3: Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. Root Cause: There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.</p>
<p>Problem Statement 5: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.</p>
<p>Problem Statement 8: At CE, 17% of kindergarten students, 12% of 1st grade students and 21% of 2nd grade students did not meet or exceed grade-level expectations for reading skills on end of year 2023-2024 assessments. Root Cause: We hired a teacher after the year had already started in kindergarten. We also had outlier data in 1st and 2nd grade that needs to be addressed through coaching plans for specific teachers.</p>
Perceptions
<p>Problem Statement 1: We have not developed strong academic and behavioral partnerships with all of our parents. Root Cause: There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p>





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

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

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: 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: Increase in reading scores, increase in math scores, increase in SpEd scores, closing gaps in learning</p> <p>Staff Responsible for Monitoring: Special Education Coordinator Principals Assistant Principals</p> <p>Problem Statements: Demographics 4 - Student Learning 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR reading and math scores</p> <p>Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff Special Programs Department Principals Campus Academic Leaders Interventionists</p> <p>Problem Statements: Demographics 4 - Student Learning 1, 3, 11</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement consistent data driven practices and parent communication for all students in STARS to be reflected in 100% of IEPs, progress reports, and informal data tracking sheets.</p> <p>Strategy's Expected Result/Impact: Thorough data tracking and increased communication with parents</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Diagnosticians Special Education Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will reinforce procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, and Tier III of MTSS.</p> <p>Strategy's Expected Result/Impact: Growth in campus data and student performance at all levels</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal SPED Teachers General Education Teachers</p> <p>Results Driven Accountability</p> <p>Problem Statements: Demographics 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 3 Problem Statements:

Demographics
<p>Problem Statement 4: Special Education students achieved 8% Meets in reading and 11% Meets in math based on preliminary 2023-2024 A-F accountability data. Root Cause: Inconsistent co-teach models were utilized.</p>
Student Learning
<p>Problem Statement 1: In Domain II, Academic Growth was a 80 based on A-F Accountability preliminary data for 2023-2024. Root Cause: We did scorer higher in this area than last years preliminary data, but we must be more targeted with individual students.</p> <p>Problem Statement 3: Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. Root Cause: There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.</p>

Student Learning

Problem Statement 11: The effective implementation of high yield co-teaching strategies, along with creating intentional master schedules with special education students in mind, continues to show a need for improvement. **Root Cause:** Having an effective system in place that would allow for the gen ed teacher and the special education teacher to plan their lessons together.

Perceptions

Problem Statement 1: We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.





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

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

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Spreadsheet and Data Suite


Strategy 1 Details	Reviews			
<p>Strategy 1: CE will host a career day to help build awareness for students of all their career options.</p> <p>Strategy's Expected Result/Impact: Increased opportunity awareness.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Counselors Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CE will host students that are in CTE classes at the secondary level to explain to our 4th and 5th graders the various pathways available to our students.</p> <p>Strategy's Expected Result/Impact: Increased awareness of CTE and CCMR.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Counselors</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>				


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.


Evaluation Data Sources: Forecast 5 tracking, attendance call logs

Strategy 1 Details	Reviews			
<p>Strategy 1: CE will reach a 95% attendance rate in the 2024-2025 school year by making attendance call logs, implementing appropriate truancy prevention measures, incentivizing regular attendance, and increasing parent awareness of the importance of consistent school attendance.</p> <p>Strategy's Expected Result/Impact: Increased attendance habits, which should impact student achievement throughout their school career.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Teachers</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 3: The attendance rate for the 2023-2024 school year is below 95%. Root Cause: Parents have been very comfortable keeping their students home since the COVID pandemic even when the student does not have a fever.</p>





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

Performance Objective 6: On our campus, Emergent Bilinguals will meet the long-term target of 55% for English Language Proficiency 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, and Student Portfolios





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will guide students in setting personal goals to work toward throughout the year for the four domains of TELPAS.</p> <p>Strategy's Expected Result/Impact: Increased performance of students who participate in TELPAS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader ESL Teachers Bilingual Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Campus Academic Leader and the Bilingual/ESL Teaching, Learning, and Innovation staff will provide continuous support to teachers on the implementation of the ELPS and various strategies to teach language through content while focusing on the varied needs for the specific domain.</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: Bilingual/ESL Coach Bilingual/ESL Coordinator TLI Staff CAL</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will implement content based language supports and TELPAS item types added to the guiding documents by Teaching, Learning, and Innovation.</p> <p>Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coordinator Principal Assistant Principal Campus Academic Leader Bilingual/ESL Coach Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 263 - Title III, LEP, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: In collaboration with the Teaching, Learning, and Innovation team, the campus will implement an improved and targeted language development program to assist newcomers in their first and second years to develop English language proficiency.</p> <p>Strategy's Expected Result/Impact: Newcomers acquiring English more rapidly, allowing them to access the Tier I curriculum at higher levels</p> <p>Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff, Principal, CAL, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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, Facebook, District Website

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will use ParentSquare to send out communications as needed and is committed to using a parent newsletter weekly.</p> <p>Strategy's Expected Result/Impact: Effective communication with parents through various outlets</p> <p>Staff Responsible for Monitoring: Principal Campus Communication Leader</p> <p>Problem Statements: Perceptions 1, 2, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Castleberry Elementary will promote the advantages of ParentSquare for a streamlined communication approach for events and teacher/parent communication</p> <p>Strategy's Expected Result/Impact: Increased academic partnerships with parents</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal CAL Counselors Teachers Front Office Staff</p> <p>Problem Statements: Perceptions 2, 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 1 Problem Statements:

Perceptions

Problem Statement 1: We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.

Problem Statement 2: We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night. **Root Cause:** We need to build stronger partnership with parents when it involves their child's academic success.

Problem Statement 4: Success of parent involvement events is measured by attendance rather than outcomes. **Root Cause:** There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.


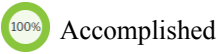
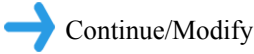

Goal 2: Enhance Trust and Confidence in the District Through Effective Communication

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 surveys, attendance at events, the number of families engaged with communication platforms (Parent Square, Canvas, Class Dojo, Seesaw, Facebook, Instagram)

Strategy 1 Details	Reviews			
<p>Strategy 1: Engage stakeholders in meaningful interactions that increase awareness and opportunities for participation in REAL Family Engagement.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, increased retention of families</p> <p>Staff Responsible for Monitoring: Principal Media Coordinator Counselors</p> <p>Problem Statements: Perceptions 1, 4</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: After REAL family engagement events at the school, there will be a parent survey for feedback to be used when planning future events/programs.</p> <p>Strategy's Expected Result/Impact: survey results of school events will guide future events</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors ACE Site Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all families are set up to be partners with the school in their child's education by establishing two way communication and becoming an observer in Canvas prior to the start of school the school year.</p> <p>Strategy's Expected Result/Impact: Increased communication between parents and teachers Parent Square</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: We have not developed strong academic and behavioral partnerships with all of our parents. Root Cause: There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p> <p>Problem Statement 4: Success of parent involvement events is measured by attendance rather than outcomes. Root Cause: There needs to be an increase in REAL Family Engagement opportunities focused on academic performance.</p>

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

Performance Objective 3: Increase attendance from 92.7% to 95% through timely effective communication.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Student Advocate Specialist to develop consistent communication and support between classroom teachers and families.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate, fewer students who need Truancy Prevention Measures, stronger relationships with families, parents who are educated on the importance of daily attendance</p> <p>Staff Responsible for Monitoring: Student Advocate Specialist Assistant Principal</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and the attendance clerk will reach out to parents of students that are absent on a frequent basis to build relationships and inform parents of the importance of school attendance.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers Attendance Clerk</p> <p>Problem Statements: Demographics 3</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 3: The attendance rate for the 2023-2024 school year is below 95%. Root Cause: Parents have been very comfortable keeping their students home since the COVID pandemic even when the student does not have a fever.</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: CE will partner with ACE to plan activities that comply with ESSA Title I, Part A Requirements and meet REAL (Relationships, Experiences, Academic Partnerships, and Leadership) engagement criteria.</p> <p>Strategy's Expected Result/Impact: Increased parent and family involvement, increased student performance, decreased truancy</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Counselors</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In order to build capacity and create an empowering culture, the campus will provide professional development on family engagement to all staff. The campus will share family engagement information, materials and resources.</p> <p>Strategy's Expected Result/Impact: Student academic growth, increased attendance, decreased discipline problems</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in district-wide reading challenges to promote independent reading and reading together with parents as their child's first teacher using programs including, but not limited to Beanstack.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students and families reading together, increased literacy growth, increased number of students reaching reading challenges</p> <p>Staff Responsible for Monitoring: Librarians</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The staff will attend a training from Purposefull People to help promote a safe environment for our school by implementing their SEL program.</p> <p>Strategy's Expected Result/Impact: A decrease in discipline referrals which will add to a positive school culture</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Counselors</p> <p>Problem Statements: School Processes & Programs 4, 5</p> <p>Funding Sources: - 211 - Title I, Part A - \$478</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:

School Processes & Programs
<p>Problem Statement 4: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.</p>
<p>Problem Statement 5: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>
Perceptions
<p>Problem Statement 1: We have not developed strong academic and behavioral partnerships with all of our parents. Root Cause: There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.</p>
<p>Problem Statement 2: We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night. Root Cause: We need to build stronger partnership with parents when it involves their child's academic success.</p>

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 events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a variety of programs to promote conflict resolution, healthy relationships, character development, bully prevention, drug awareness, and crisis prevention response.</p> <p>Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p>Staff Responsible for Monitoring: Director of School and Student Support Principal Assistant Principal Social Workers Counselors</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase campus focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, police officer, and administrators).</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors School Resource Officer Safe and Supportive School Staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Embed social emotional learning in the school day to promote student well being by using Purposefull People</p> <p>Strategy's Expected Result/Impact: Improved social and emotional well being of students.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Social Workers Teachers</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 4, 5</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 4: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.</p> <p>Problem Statement 5: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>


Goal 3: Implement Effective and Efficient Operations

Performance Objective 1: Continue to be fiscally responsible and maintain a healthy budget and planning for future needs.


Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct budget meetings with campus secretary to review and manage all budgets. Ensure budget lines and codes support campus priorities.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Campus Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize funds to support school activities and to purchase supplemental resources that support instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Funding Sources: - 199 - General Fund, - 461 - Campus Activity Fund</p>	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with ACE through the 21st Century grant to support an effective afterschool program.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and engagement Increased partnership with parents and community</p> <p>Staff Responsible for Monitoring: Principal ACE Program Director Assistant Principal ACE Site Coordinator ACE Teachers and Staff</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: In Domain II, Academic Growth was a 80 based on A-F Accountability preliminary data for 2023-2024. Root Cause: We did scorer higher in this area than last years preliminary data, but we must be more targeted with individual students.</p>
<p>Problem Statement 2: Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p>
<p>Problem Statement 3: Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. Root Cause: There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.</p>
<p>Problem Statement 4: Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2023-2024 based on preliminary A-F Accountability data. Root Cause: Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.</p>
<p>Problem Statement 5: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.</p>
<p>Problem Statement 6: Only 47% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2023-2024 based on preliminary A-F accountability data. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
<p>Problem Statement 7: STAAR 5th grade science performance is 37% Meets based on preliminary 2023-2024 A-F accountability data. Root Cause: We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers.</p>
<p>Problem Statement 8: At CE, 17% of kindergarten students, 12% of 1st grade students and 21% of 2nd grade students did not meet or exceed grade-level expectations for reading skills on end of year 2023-2024 assessments. Root Cause: We hired a teacher after the year had already started in kindergarten. We also had outlier data in 1st and 2nd grade that needs to be addressed through coaching plans for specific teachers.</p>

Student Learning

Problem Statement 9: On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** The writing process needs to be updated and implemented across the district along with explicit and intentional writing instruction. The development of the writing process needs to reflect knowledge of AI grading criteria.





Goal 3: Implement Effective and Efficient Operations

Performance Objective 2: 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.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and assess campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.</p> <p>Strategy's Expected Result/Impact: Safe and secure campuses and facilities, improved staff and substitutes preparedness for all emergencies</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal School Resource Officer Teachers</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to be active and visible on campus (interior and exterior) through various usage of safety and security personnel that includes daily door checks and patrolling the exterior of the campus.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity.</p> <p>Staff Responsible for Monitoring: CISD Police Department Principal Safety and Security Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.</p> <p>Strategy's Expected Result/Impact: To better improve the overall school safety for students, staff, and visitors. Clear & Concise Communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services Facilities and Operations CISD Police Department Safety and Security Coordinator Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor our discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.</p> <p>Strategy's Expected Result/Impact: Lower number of student discipline referrals</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures.</p> <p>Strategy's Expected Result/Impact: To better improved students, staff, and parent communication before, during, and after an emergency crisis.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services Facilities and Operations Communications Coordinator CISD Police Department Safety and Secure Coordinator Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Over the course of the year, the campus will establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP).</p> <p>Strategy's Expected Result/Impact: Clear & Concise Communication to all stakeholders</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student Services Facilities and Operations Communications Coordinator CISD Police Department Safety and Secure Coordinator Campus Administrators</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:

School Processes & Programs
<p>Problem Statement 2: The staff survey indicated a need to provide clear student behavior expectations and admin support for student misbehaviors. Root Cause: Inconsistent implementation of CHAMPS and lack of universal language and expectations.</p>

Goal 3: Implement Effective and Efficient Operations





Performance Objective 3: Continue the implementation of the School Behavioral Threat Assessment team that conducts behavioral threat assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Review, monitor, and train the Safe and Supportive School Team on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities</p> <p>Staff Responsible for Monitoring: Safe and Supportive School Staff</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>				

Goal 3: Implement Effective and Efficient Operations

Performance Objective 4: Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

Evaluation Data Sources: Behavior and Counseling Data
SAEBERS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate Tier 1 Behavior Management into data walk forms and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p>Staff Responsible for Monitoring: Director of School and Student Support Principals Assistant Principals Counselors Teachers</p> <p>Problem Statements: School Processes & Programs 2, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor the implementation of Social Emotional Learning (SEL) time and Tier 1 lessons.</p> <p>Strategy's Expected Result/Impact: Reduced discipline referrals, meet requirements for bullying instruction</p> <p>Staff Responsible for Monitoring: Director of School and Student Support Principals Assistant Principals</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: The staff survey indicated a need to provide clear student behavior expectations and admin support for student misbehaviors. Root Cause: Inconsistent implementation of CHAMPS and lack of universal language and expectations.</p>

School Processes & Programs

Problem Statement 4: When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 5: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

Perceptions

Problem Statement 1: We have not developed strong academic and behavioral partnerships with all of our parents. **Root Cause:** There have been limited opportunities for parents to engage in their individual child's academic and behavioral learning.





Goal 3: Implement Effective and Efficient Operations

Performance Objective 5: Implement retention strategies, including the establishment of mentorship programs, to retain 90% of teachers from the 2024-2025 school year.

High Priority

Evaluation Data Sources: Teacher retention data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for growth and leadership through professional learning. Strategy's Expected Result/Impact: Less than 10% turn over rate. Staff Responsible for Monitoring: Talent and Acquisition Director Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement a substitute plan that includes training, campus safety procedures, sub plans, and relationship building. Strategy's Expected Result/Impact: Increased sub fill rate Staff Responsible for Monitoring: Principal Assistant Principal Teachers Office Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish strong relationships with substitutes to increase the overall fill rate of the campus. Strategy's Expected Result/Impact: Increased Substitute fill rate Staff Responsible for Monitoring: Principal Assistant Principal Teachers Office Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The Principal, Assistant Principal, and Campus Academic Leader will coach teachers, provide feedback, and debrief with selected teachers weekly.</p> <p>Strategy's Expected Result/Impact: Increased rigor of instruction</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Teachers</p> <p>Problem Statements: Student Learning 4, 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: CE administrators will develop coaching plans for teachers using the district coaching plan document and timelines. The administrators will meet with the teachers and instructional coaches to review the coaching plans and monitor progress.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity and improved student achievement</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Academic Leader Instructional Coaches</p> <p>Problem Statements: Student Learning 2, 3, 4, 6, 7</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p> <p>Problem Statement 3: Based on 2023-2024 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. Root Cause: There is a lack of consistent strong Tier I instruction as evidenced by the percentage of students performing below level on unit assessments and benchmarks.</p> <p>Problem Statement 4: Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2023-2024 based on preliminary A-F Accountability data. Root Cause: Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.</p> <p>Problem Statement 6: Only 47% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2023-2024 based on preliminary A-F accountability data. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>

Student Learning

Problem Statement 7: STAAR 5th grade science performance is 37% Meets based on preliminary 2023-2024 A-F accountability data. **Root Cause:** We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers.

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

Performance Objective 1: Overall Performance Objective: The percent of third grade students that score Meets grade level or above on STAAR Reading will increase to 60% by June 2025. 90% of all prekindergarten, 85% of all kindergarten, 90% of all first grade, and 85% of all second grade students will Meet or Exceed grade level expectations by June 2025 as measured by state assessments in Reading.





High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage, TX-KEA, NWEA Map Oral Reading (English and Spanish), STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine the process of using data from Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding in Kindergarten-2nd grade to monitor the effectiveness of instruction and guide future instruction.</p> <p>Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Literacy, Numeracy, and STAAR Scores</p> <p>Staff Responsible for Monitoring: Principal Teaching, Learning, and Innovation Staff Campus Academic Leader</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6, 8</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will monitor the acquisition of foundational skills by studying student work, tracking data toward skill-specific goals, and adjusting instruction to meet specific needs.</p> <p>Strategy's Expected Result/Impact: Strong Tier 1 instruction and mastery of skills</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator Campus Academic Leader Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will breakdown standards, create learning objectives, and review assessments and guiding documents with teachers during PLCs.</p> <p>Strategy's Expected Result/Impact: Teachers will understand upcoming content and instructional implications.</p> <p>Staff Responsible for Monitoring: Principal Campus Academic Leader Teachers</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Early Literacy will emphasize knowledge building, vocabulary, and oral language development strategies for teachers to incorporate in the learning process.</p> <p>Strategy's Expected Result/Impact: Increased reading comprehension</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator Campus Academic Leader</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will instruct students on how to respond to reading through constructed response.</p> <p>Strategy's Expected Result/Impact: Higher comprehension of text and achievement on assessments and improved quality of writing.</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator Campus Academic Leader</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide strategic interventions that focus on targeted skills using the menu of lessons that has been created.</p> <p>Strategy's Expected Result/Impact: Higher achievement on assessments</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator Campus Academic Leader</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Students set literacy goals and monitor their own progress (skills acquisition, minutes read through Beanstack).</p> <p>Strategy's Expected Result/Impact: Students will meet their goals</p> <p>Staff Responsible for Monitoring: Principal Campus Academic Leader</p> <p>Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 1: The number of students identified as needing special education services exceeds the state average (13.5%) and continues to trend upward. Root Cause: Need to consistently provide and document interventions as well as follow the MTSS process in order to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>
Student Learning
<p>Problem Statement 5: More than half of students are leaving primary grades below grade level in writing district wide. Root Cause: Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.</p>
<p>Problem Statement 6: Only 47% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2023-2024 based on preliminary A-F accountability data. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.</p>
<p>Problem Statement 8: At CE, 17% of kindergarten students, 12% of 1st grade students and 21% of 2nd grade students did not meet or exceed grade-level expectations for reading skills on end of year 2023-2024 assessments. Root Cause: We hired a teacher after the year had already started in kindergarten. We also had outlier data in 1st and 2nd grade that needs to be addressed through coaching plans for specific teachers.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers do not fully understand the PLC purpose and process. Root Cause: Too much time was dedicated to action items that should be taken care of during team planning, not PLCs.</p>

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

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

High Priority

Evaluation Data Sources: Student artifacts

Strategy 1 Details	Reviews			
<p>Strategy 1: Support teachers by providing explicit instruction in grammar and conventions Kindergarten-2nd grade. Lessons include explicit instruction following the district's Grammar and Conventions Alignment, and STAAR formatted editing and revising practice.</p> <p>Strategy's Expected Result/Impact: Student mastery of the conventions of written language.</p> <p>Staff Responsible for Monitoring: Principal Early Literacy Coordinantor Campus Academic Leader</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: - 211 - Title I, Part A, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teach students through the utilization of the CISD Writing Process of planning, drafting (revising with ratiocination and editing), AI feedback, publishing, and goal setting.</p> <p>Strategy's Expected Result/Impact: Higher achievements on assessments</p> <p>Staff Responsible for Monitoring: Early Literacy Coordinator Campus Academic Leader</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 2 Problem Statements:

Student Learning

Problem Statement 5: More than half of students are leaving primary grades below grade level in writing district wide. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.

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

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

93% of all prekindergarten math students will Meet or Exceed grade-level expectations by June 2025 as measured by state assessment.

75% of all kindergarten math students will Meet or Exceed grade level on the end of year STEMScopes assessment.





60% of all first and second grade math students will Meet or Exceed grade level on the end of year STEMScopes assessment.

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage, STEMScopes assessment, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways.</p> <p>Strategy's Expected Result/Impact: Gain a deeper knowledge of numeracy</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator Campus Academic Leader</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: - 211 - Title I, Part A, - Federal Funds: ESSER, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will increase the use of verbal discourse and critical writing to develop the mathematical language to express ideas and promote reasoning.</p> <p>Strategy's Expected Result/Impact: Develop higher order math vocabulary and a deeper understanding of math concepts</p> <p>Staff Responsible for Monitoring: Principal Elementary Math Coordinator Campus Academic Leader</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Math will vertically align foundational math skills that are built on numeracy through guiding documents, resources, professional learning, and assessment.</p> <p>Strategy's Expected Result/Impact: Deeper understanding of numeracy</p> <p>Staff Responsible for Monitoring: Elementary Math Coordinator Campus Academic Leader</p> <p>Problem Statements: Student Learning 2, 4 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 84% of Kindergarten, 66% of first, and 71% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2024. Root Cause: The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.</p> <p>Problem Statement 4: Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2023-2024 based on preliminary A-F Accountability data. Root Cause: Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers do not fully understand the PLC purpose and process. Root Cause: Too much time was dedicated to action items that should be taken care of during team planning, not PLCs.</p>

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	2	3			\$0.00
1	2	6			\$0.00
1	3	2			\$0.00
1	5	1			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
2	1	1			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	4	2			\$0.00
2	5	3			\$0.00
3	1	2			\$0.00
4	1	7			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
Sub-Total					\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	6			\$0.00
1	3	2			\$0.00
1	5	1			\$0.00
2	4	2			\$0.00
2	4	4			\$478.00
2	5	3			\$0.00
4	1	7			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
Sub-Total					\$478.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3			\$0.00
1	6	4			\$0.00
2	4	2			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			\$0.00
3	1	2			\$0.00
Sub-Total					\$0.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	10			\$0.00

410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7			\$0.00
4	3	1			\$0.00
Sub-Total					\$0.00