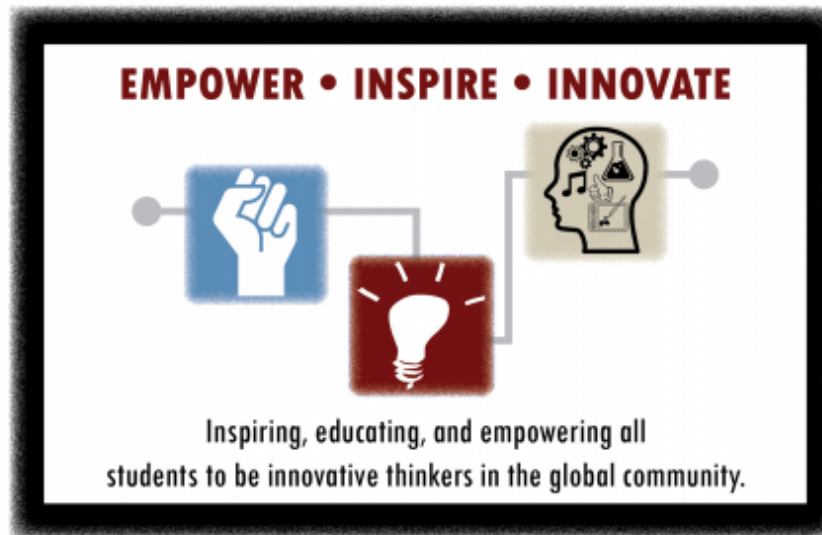


Castleberry Independent School District

District Improvement Plan

2021-2022



Public Presentation Date: September 13, 2021

Mission Statement

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

Vision

EMPOWER - INSPIRE - INNOVATE

Core Beliefs

Our Beliefs

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Castleberry ISD is located five miles west of downtown Fort Worth, in a densely populated community covering an area of approximately 5.438 square miles. The district includes the City of River Oaks (pop. 7,685), a large portion of Sansom Park (pop. 5,411), and a small portion of the City of Fort Worth (enrollment area, pop. 9,929). Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and the north by Lake Worth. Castleberry ISD consists of seven campuses: Castleberry Elementary, A. V. Cato Elementary, Joy James Elementary, Irma Marsh Middle School, Castleberry High School, REACH High School, and TRUCE Learning Center.

The district employs 537 staff members consisting of teachers, administrators, and support staff committed to providing a high quality learning environment for the 3,617 students enrolled in the district.

The student body at Castleberry ISD is 85% economically disadvantaged and comes from a diverse background: 83% of students are Hispanic, 14% of students are Anglo, 2% are African-American, and 1% Other.

Additional demographics include:

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

The Castleberry Independent School District strives to provide the finest education to our students. Our Beliefs:

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

Demographics Strengths

- In response to student population trends, teacher population has also begun to change to meet the needs of the student population.
- For example, 81.2% of students are Hispanic and 24.7% of teachers are Hispanic.
- The total of minority staff equals 38.6%.
- In the 2019-2020 Texas Academic Performance Report (TAPR), the district ratio of students to teachers was 15.8 to 1.
- The average experience of principals in the district is 6.8 years in comparison to 6.2 statewide.
- At the conclusion of the 2019-2020 school year, 24.4% of staff members had more than 10 years of experience in education.
- The beginning year salary for a new teacher in Castleberry ISD was \$58,166 versus the state average of \$48,868.
- The district employs a certified librarian on each campus.
- English as a Second Language (ESL) certification is encouraged for all new hires; however, it has become a state requirement for all core content teachers. The vast majority of CISD elementary teachers are ESL certified which allows students to receive services in the classroom instead of through a pull-out program.
- Central administration makes up 1.4% of staff and is similar to the statewide percent of 1.1%.
- The attendance rate for the 2018-2019 school year was 95.4% and equaled the state attendance rate.
- Castleberry High School has 27.1% participation in dual credit opportunities while the state only has 23.1% participation.
- 64% of students who are economically disadvantaged participated in taking the TSIA.
- The 2020 Special Education Determination Status was rated as meets requirements.
- 33.8% of the student population are in the bilingual or ESL program.
- 5.9% of students are receiving gifted and talented services.
- The district added a dedicated gifted and talented teacher to each elementary campus; thus creating a teacher/student ratio of 1 to 5.
- The district has employed English Language Arts (ELA) and Math coaches district-wide to address learning loss due to COVID-19.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students identified as needing special education services exceeds the state average and continues to trend upward. **Root Cause:** Lack of immediate and early intervention systems prior to conducting an evaluation.

Problem Statement 2 (Prioritized): 6.1% of students in Castleberry ISD receive gifted and talented services versus 8.1% at the state level. **Root Cause:** Most resources have been allocated towards identifying students who require intervention versus enrichment.

Problem Statement 3 (Prioritized): 48.8% of teachers in Castleberry ISD have 5 or less years of experience versus 35.9% at the state level. **Root Cause:** High turnover rate (CISD: 28.6% vs State: 16.5%) due to high stress and demands associated with teaching in a Title 1 school district.

Student Learning

Student Learning Summary

The 2018-2019 academic year was the last year the district received a letter grade under the A-F State Accountability System.

For the 2018-2019 academic year, Castleberry ISD received a "B" letter grade under the A-F State Accountability System. The district "Met Standard" under each of the three domains: Student Achievement (78 out of 100), School Progress (85 out of 100), and Closing the Gaps (77 out of 100). Three campuses received one or more TEA Distinction Designations. Distinctions were awarded in the following areas: AVC-English Language Arts/Reading, IMMS-English Language Arts/Reading, CHS-English Language Arts/Reading, Mathematics, Social Studies, and Top 25 Percent: Closing Performance Gaps.

Under Domain One, Student Achievement, the district grade is calculated on three areas, STAAR performance (40%), College, Career, and Military Readiness (40%), and Graduation Rate (20%). The overall score in this domain was 78. For STAAR performance in all subject areas the percentage of the number of students who met Approaches Grade Level or above was 70%. The percentage of students at Meets Grade Level or Above was 38%, and the percentage of students who were at the Masters' Grade Level standard was 15%. The STAAR Performance Score for this area was a score of 71.

For the CCMR area, under Domain One, the overall score was calculated at 82. Criteria used to calculate the domain are:

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

The district also received a Graduation Rate Score of 85. The state accepts the best percentage for either the Four, Five, or Six-Year Graduation rate. The Six-Year Graduation Rate of 95.8% was used to calculate the final part of Domain One along with the district's dropout rate of 1.4%.

Under Domain Two, School Progress, the district's score was determined using two measures: Academic Growth in Reading and Math and Relative Performance or how much progress students are making relative to similar districts. The final score based on Academic Growth for Reading and Math (66%), in Reading/ELA (66%), and Math (66%) was a 70. The final score of 85 was the Relative Performance Score. This score was based on Student Achievement (STAAR Performance and CCM Readiness-48%) and how economically disadvantaged students (82.6%) are compared to schools with similar levels of student poverty.

Under Domain Three, Closing the Gap, CISD received an overall score of 77. The calculation of the score includes Grade-Level Performance (50%), Graduation Rate (10%), English Language Proficiency (10%), and College, Career, and Military Readiness (30%).

For Grade-Level Performance, 8 out of 20 targets for eligible sub-populations were met:

Student Groups - Grade Level Performance	Reading	Math
All Students	Not Met	Not Met
African-American	Met	Met

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

For Graduation Rate, 2 out of 5 targets were met:

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

For English Language Proficiency, the target was not met. Each group of students has a performance goal for Student Achievement on the STAAR—the average percentage of students mastering, meeting, and approaching grade level. The state goal for each student group was set based on that group's average performance statewide in 2016–17. Student Achievement measures how well all groups of students are meeting those goals.

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

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

For 2020-2021, Castleberry ISD is Not Rated: Declared State of Disaster. In addition, Distinction Designations were not awarded in 2020-2021.

Although the district was not rated based on the A-F State Accountability System, the following accountability data summary (August 2021) was provided based on 2020-2021 student testing results and college, career, and military readiness indicators.

Domain 1	
Student Achievement Raw Component Score	
STAAR Performance	31
College, Career and Military Readiness	61

Domain 1	
Student Achievement Raw Component Score	
Graduation Rate	94
Domain 2	
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 85.2%)	46
Domain 3	
Closing the Gaps % of Indicators Met	
Academic Achievement Status	16%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Using the 2020 A-F Estimator Tool and the summary data provided by the TEA, the district overall rating for the **2020-2021 School Year is estimated at 82 or a "B" Rating**. Although, TEA did not issue an official letter grade this year, it is important to utilize the estimator tool to identify areas of strenghts and weaknesses in order to create a comprehensive learning loss plan.

Student Learning Strengths

When considering 2020-2021 state assessment data, the following are student academic achievement strengths:

All ELAR Strengths (Source: TXSchools.org 2021)

Based on TXSchools.org Closing the Gaps 2021

- All Reading met Target in the following student groups
 - Economically Disadvantaged students met the target of 33 with an outcome of 33
 - English Learners, both current and monitored, met the target of 29 with an outcome of 31

- Students Formerly Receiving Special Education Services met the target of 36 with an outcome of 42
- English Language Proficiency students met Target in the following student group
 - English Learners, both current and monitored, met the target of 36 with an outcome of 50
- In the White Sub-Pop Group
 - Approaches Grade Level (GL) was 66%
 - Meets GL was 41%
 - Masters GL was 16%

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

Based on K-2 2021 EOY CLI Engage data

- 63% of primary students (K-2) scored at Meets or Masters on grade-level expectations
 - 75% of all Kindergarten Spanish students scored at Meets or Masters on end of year expectations
 - 60% of Kindergarten Spanish students at Castleberry Elementary scored at Masters on end of year expectations
 - 78% of 1st grade Spanish students at Joy James Elementary and 73% of 1st grade Spanish students at Castleberry Elementary scored at Meets or Masters on end of year expectations
 - 80% of 2nd grade Spanish students at Joy James Elementary scored at Meets or Masters on end of year expectations

Based on 3rd grade 2021 STAAR results using Eduphoria data

- 90% of the district's 3rd grade Gifted and Talented (GT) students scored at Meets or Masters on STAAR

Based on the latest TAPR report

- 77% of Kindergarten students who attended Pre-Kindergarten were designated “Kindergarten Ready” compared to 40% of students who did not attend Pre-Kindergarten

Secondary ELA Strengths (Source: Eduphoria)

Based on the Leadership Report Card comparing STAAR 2021 with STAAR 2019

- 6th grade Reading increased in Core Reading TEKS for Thinking about Meaning and Author's Craft
 - 6th grade Special Education increased in Core Reading TEKS for Thinking about Meaning and Author's Craft
- 7th grade Reading increased in Core Reading TEKS for Thinking about Meaning and Author's Craft
 - 7th grade Special Education increased in Core Reading TEKS for Author's Craft
- 8th grade Reading increased in Core Reading TEKS for Comprehension
 - 8th grade SPED increased in Core Reading TEKS for Thinking about Meaning
- 8th grade overall increased in Approaches, Meets, and Mastered from 2019-2021 (even with hardships of the pandemic)
 - The total number of 8th graders increased from 273 students to 303 students
 - Students scoring at Approaches increased from 65.2% to 69.3% with a growth of 4.2%
 - Students scoring at Meets increased from 38.46% to 39.93% with a growth of 1.47%
 - Students scoring at Masters increased from 15.38% to 16.17% with a growth of 0.79%
- English I Reading and Writing increased in Author's Craft and Editing
 - English I Special Education increased in Reading Processes, Comprehension, Revision, and Editing
- English II Reading and Writing increased in Vocabulary, Author's Craft, and Revision
 - English II Special Education increased in Reading Processes, Comprehension, and Revision

Elementary Math Strengths (Source: TAPR Report 2019-2020)

Based on the TAPR Report for 2019-2020

- 3rd grade White students showed growth in Approaches and Meets
- 4th grade students overall showed growth in Masters
 - Hispanic and White students showed growth in Masters
 - Special Education students showed growth in Meets and Masters
- 5th grade students overall showed growth in Meets and Masters
 - Hispanic students showed growth in Meets and Masters
 - White students showed growth in Approaches, Meets, and Masters

Elementary Math Strengths (Source: Eduphoria)

Based on STAAR Test scores from 2021

- 3rd grade Hispanic students outperformed “all students” in Approaches, Meets, and Mastered
- 4th grade White students outperformed “all students” in Approaches and Meets
- 5th grade White students, Limited English Proficient (LEP) students, and students with Two or More Races performed at or above “all students” in Approaches
 - White students outperformed “all students” in Meets and Masters
 - Students with Two or More Races outperformed “all students” in Masters

Additional Elementary Math Strengths (Source: Eduphoria)

Based on data comparisons from Spring Benchmark 2021 to STAAR 2021

- 3rd grade students increased in all areas (Approaches, Meets, and Masters), with the largest gains in Approaches
 - Special Education students increased in Meets
 - Hispanic students increased in all areas (Approaches, Meets, and Masters), with the largest increase in Approaches
 - Limited English Proficient (LEP) students increased by 11% in Approaches
- 4th grade students increased in all areas (Approaches, Meets, and Masters), with the largest gain in Approaches (over 10 percentage points)
 - 4th grade students had the highest gains in all areas on STAAR at the elementary level
 - Special Education students increased in Approaches by over 4% points
 - Hispanic students increased in Approaches, Meets, and Masters, with the biggest gains in Approaches
 - Limited English Proficient (LEP) students increased in Approaches (9%), Meets (6%), Masters (7%)
- 5th Grade students increased in Approaches and Meets, and maintained at the Masters level
 - Special Education students increased in Approaches, Meets, and Masters
 - Hispanic students increased in Approaches and Meets
 - Limited English Proficient (LEP) students increased in Approaches and Meets

Secondary Math Strengths (Source: Eduphoria)

Based on Math STAAR score comparisons from 2019 and 2021

- 6th grade students overall, along with Hispanic and White students increased at the Masters level
- 6th grade overall percent score decreased 4%, which was less than the state’s projected learning loss

- 7th grade Special Education increased in Approaches with 20 additional students from 2019
- 8th grade White students increased at the Masters level
- Algebra I at Irma Marsh Middle School had 96% of students meet Approaches in 2021
- Algebra I Special Education students at Castleberry High School increased in Meets and Masters

5th Elementary Science Strengths (Source: Eduphoria)

Based on Science score comparisons from 2019 and 2021

- Students coded "Two or More Races" showed growth in Approaches
- Students "First Year of Monitoring" showed growth in Approaches
- LEP students showed growth in Approaches
- "All students" increased in Approaches and Meets from the spring 2021 benchmark to the 2021 STAAR test
- While our overall scores in each of the 4 reporting categories in 5th science decreased, our two lowest scoring reporting categories (Matter and Energy/ Earth and Space) became our two highest reporting categories

Secondary Science Learning Strengths (Sources: Eduphoria, Lead4Ward and TAPR)

Based on Science STAAR score comparisons from 2019-2021

- 8th grade Science has less than half of learning loss compared to the state average
- 8.5D (Chemical Equations) in 8th Science grew by 23% points
- 8.7A (Rotation and Revolution) in 8th Science grew by 32% points
- Each quintile of students for 8th Science stayed within less than 5 percentage points from the 2019 STAAR to the 2021 STAAR
- B.3A (Analyze, Evaluate and Critique Scientific Investigations) Biology EOC grew by 32%
- B.5A (Cell Cycle and Mitosis) Biology EOC grew by 20%
- More female students than males passed the 8th grade Science STAAR and the Biology EOC

Based on Comparisons from the 2019-2021 TAPR Report

- Scores for Hispanics and Whites increased in both 8th grade and Biology EOC
- Scores for Economically Disadvantaged increased in both 8th grade and Biology EOC
- Scores for ELLs increased in both 8th grade and Biology EOC

Based on work products and informal observations

- Teacher Quality and Retention has increased in core areas of Science
- Student engagement and participation was high during summer learning opportunities
- Providing response to learning loss plan
- In Science, students have returned and are participating in hands-on learning activities
- CISD is leveraging tier 1 instruction and acceleration to meet student needs
- Response to needs of students by providing a rigorous STEM program

Social Studies Strengths (Sources: Eduphoria and TAPR Report)

Based on STAAR score comparisons from 2019 and 2021

- Limited English Proficient (LEP) students at REACH increased 10%
- Summer administration with US History End Of Course increased 33%
- 8th and 11th grade were on a trajectory for continued growth, in all sub populations prior to COVID

Based on 2019-2020 TAPR report

- All subpops in 8th and 11th grade showed growth
- Overall 8th and 11th grade had 2% growth
- 8th and 11th were above the state level in both African American and 2 or more subpopulations
- 11th grade was above the state level in White, Hispanic and Eco Dis subpops

Based on work product and informal observations

- Guiding documents are complete for all courses grades 6-12
- Curriculum has been purchased in grade 6-8 that provides vertical alignment in content and approach. Unit assessments have shown overall growth.
- PACE learning days were well attended and successful in teaching both content and processing skills

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

Based on Skyward reports

- There was an increase in student enrollment in Advanced Academic opportunities through participation in Pre-Advanced Placement, Advanced Placement, Dual-Credit, and Dual Enrollment courses
- 966 seats were filled in Honors and Advanced Placement courses for 2020-21

Based on College Registrar reports

- 10 students* took advantage of Dual Credit courses through Tarrant County College (TCC)
 - 8 Seniors enrolled in British Literature 1 and 2
 - 8 Seniors enrolled in Government
 - 8 Seniors enrolled in Economics
 - 2 Juniors enrolled in Composition 1 and 2
 - 2 Juniors enrolled in US History
- Enrolled college credits: 96 college credits
- 337 students enrolled* in dual enrollment OnRamps courses through the University of Texas in Austin, with 50 percent students' credit on their UT Transcript. *Enrolled students include those taking more than one OnRamps course.
- 451 enrolled students* took the opportunity to take dual credit/enrollment courses at CHS. An increase of 352 students over the previous year. *Enrolled students include those taking more than one TCC, AP, OnRamps course.

Based on College Board reports

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

Based on OnData Suite reports

- Of this year's Senior class, 70% of the students successfully completed AT LEAST ONE Advanced Academics course while at Castleberry High School and 35% at REACH.

Based on Parent Engagement reports

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

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

Based on College Board reports

- Provided opportunities for our students to be exposed to College Board assessments beginning in the 8th grade
- 123 12th grade students participated in the SAT test in October of 2020 and March of 2021
- 188 10th/11th grade students participated in the PSAT/NMSQT test in November of 2020
- 106 9th grade students participated in the PSAT assessment given in October of 2020
- 176 8th grade students participated in the PSAT assessment given in October of 2020
- 92 11th grade students participated in the SAT school day administration in March of 2021

Based on reports from OnData Suite and the CCMR Tracker

- Castleberry ISD met College, Career, and Military Readiness (CCMR) Outcome bonus Threshold of 27%
- CHS College Fair was provided virtually with over 100 colleges and universities providing information to students and parents
- Students who have shared their College scholarship awards for the class of 2020 have been offered \$3,302,833 in university, private, and local based scholarships

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

Based on Skyward reports

- Continual Coordination of Dual Credit pathways for CTE students to take advanced technical courses with Texas State Technical College for their Medical Office Specialist program, Business Education program, and Graphic Design program.
 - 23 students received 6 technical college hours in Medical Terminology and Pathophysiology
 - 8 students received 12 hours in World Health Research, Health Informatics, and Health Science Theory
 - 4 students finished the Medical Office Specialist program for high school students with TSTC
 - 4 students received 6 hours in Business Spreadsheets and Accounting I
 - 8 students received 6 hours in Graphic Design
 - A dual credit articulation with TSTC is being explored for Construction Technology for the 22-23 school year
- Industry Based Certifications awarded
 - Microsoft Office Specialist (MOS) (Word and PowerPoint) - 72 certifications
 - National Center for Construction Education and Research (NCCER) Core Curriculum - 38 certifications

Emerging Bilinguals Strengths (Source: Eduphoria)

- Emergent Bilingual students met the English Language Proficiency Status target of 36% at the district level

Special Education Strengths (Source: Eduphoria)

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English Language Arts/Reading STAAR decreased 7% in Approaches, 3% in Meets, and 4% in Masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 2 (Prioritized): Math STAAR decreased 24% in Approaches, 17% in Meets, and 9% in Masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 3 (Prioritized): Algebra I EOC scores decreased 26% in Approaches, 37% in Meets, and 28% in Masters. **Root Cause:** Poor in-person attendance kept students from fully engaging in the content and getting to practice with N-Spire Calculator.

Problem Statement 4 (Prioritized): Science STAAR decreased 13% in Approaches, 10% in Meets, and 4% in Masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 5 (Prioritized): Social Studies STAAR decreased 24% in Approaches, 15% in Meets and 9% in Masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 6 (Prioritized): Only 34% of all students are achieving Meets and Masters in ELA/Reading thus missing the target of 44% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 7 (Prioritized): Only 41% of White students are achieving Meets and Masters in ELA/Reading thus missing the target of 60% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8 (Prioritized): Only 33% of Hispanic students are achieving Meets and Masters in ELA/Reading thus missing the target of 37% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9 (Prioritized): Special Education students achieved 13% at Meets and Masters in ELA/Reading and 14% at Meets and Masters in Math thus missing the targets in Domain 3. **Root Cause:** Individualized Education Plan (IEP) goals lack alignment to essential standards because objectives are not written in a manner that scaffolds the learning of the standard.

Problem Statement 10 (Prioritized): 51.31% of students did not meet the Approaches grade level score on the 2021 Math Spring STAAR Tests. **Root Cause:** CISD does not have a comprehensive K-12 Numeracy Plan adopted by the Castleberry Board of Education which aligns curriculum and student outcome expectations for each grade level.

Problem Statement 11 (Prioritized): English Language Learners at Irma Marsh did not meet the English Language Proficiency Target of 36 for accountability. **Root Cause:** The rigor and content of the TELPAS exam is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Problem Statement 12 (Prioritized): 78% of high school students did not score at or above the college level on SAT, ACT, or TSIA. **Root Cause:** Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

Problem Statement 13 (Prioritized): 7% of students taking an AP course scored a 3 or above on the exam. **Root Cause:** The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.

Problem Statement 14 (Prioritized): While CISD does have a Gifted and Talented Process Handbook, it has not been updated or compared critically to the 2019 State Plan for Gifted and Talented Education. **Root Cause:** Rewrites of the Gifted and Talented Process Handbook has not been scheduled to occur on a regular basis nor has an audit to compare the district's plan with the state plan.

District Processes & Programs

District Processes & Programs Summary

Personnel

Although Castleberry ISD is one of the smallest districts in Tarrant County, the district remains competitive in salaries within the region. CISD ranks in the top 5% for teacher salaries within Region XI. At the beginning of the 2021 school year, CISD staff consisted of 537 employees including: 238 teachers, 112 auxiliary and child nutrition staff members, 8 counselors, 5 librarians, 5 nurses, 72 paraeducators, 51 paraprofessionals, 64 specialists, 36.5 administrators, and 7 academic coaches. The Board of Education consists of seven elected members who serve three year terms of office.

All teachers and paraeducators are highly qualified and meet state standards or higher. CISD recruits teachers in all areas which includes bilingual certified teachers. Bilingual teachers serve 1,223 Dual Language students in CISD. The district recruits from many universities including: Texas Christian University, University of Texas at Arlington, University of Texas at Brownsville, Tarleton State University, Texas Tech University, University of North Texas, Lubbock Christian, and Texas Wesleyan University. The district has provided a salary that is the fifth highest in the region for first year teachers. A first year teacher in Castleberry ISD currently starts at \$57,900.

CISD's retention efforts include providing competitive salaries and increasing teacher rewards and recognitions. All staff salaries are reviewed annually in order to be competitive and to obtain the best staff in all subject areas districtwide. In addition, the district awards longevity stipends to employees. Stipends are awarded to staff members who have completed years of service to the district beginning at year 3 and progressing in stair steps by years of service. The longevity stipends start at \$500 and progress to \$2,250. The district acknowledges that all staff are vital and serve a critical role in the educational organization. Therefore, CISD distinguishes staff members on a regular basis through school board recognitions. Central office administrators also attend campus activities to recognize staff and end of year celebrations at each campus to honor employees as the school year concludes. In 2017-2018, the Board of Education approved the Staff Attendance Plan. The incentive plan has been implemented to recruit and retain quality teachers and paraeducators (who require a sub during their absence) by awarding them \$100 for every six weeks they have perfect attendance. Also, a yearly perfect attendance reward is provided at \$100.

All teachers new to Castleberry ISD partake in professional learning that meets teachers at their level of proficiency and is intended to grow and expand their capacity. New teachers go through a series of professional learning activities for several days before all teachers report for duty. Teachers continue professional learning days throughout the school year to engage in a continued learning and growth model. In addition, the district has designed campus schedules that will make time available for teachers to engage in Professional Learning Communities (PLC's) on a daily basis during the scheduled school day.

Curricular

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

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

Instructional

The main goal of instruction currently is to effectively and efficiently respond to learning loss due to Covid-19. STAAR data indicates losses in learning for students across the

state and within our district. In order to address learning loss, the district is implementing numerous strategies and programs: implementation of House Bill 4545, Accelerated Learning, instructional leadership providing classroom support and monitoring, and Professional Learning Communities. In order to address learning loss as denoted by STAAR, the district is implementing House Bill 4545 which provides for thirty hours of high impact tutoring in small group throughout the year. Each campus designs a tutoring program which provides for tutoring for students who did not pass a STAAR test or End Of Course (EOC) exam. Students will participate in high impact tutoring during the school day. Student progress will be monitored using measureable goals and objectives by highly qualified teachers. For each STAAR subject or EOC a student did not pass, school day tutoring will be provided and extended to Saturday school. Secondly, Accelerated Learning will be implemented to provide a jump start for learning for all students in our district.

The district lead a book study, *Learning in the Fast Lane*, for all administrators, coordinators, campus academic leaders, directors and executive directors. The book study included reading the book, studying its content for two days during an Administrative Leadership Retreat, and developing *lookfors* in classrooms as we moved into implementation. The plan of action includes creating standards walls, success starters, effective use of feedback and assessments, vocabulary development by use of TIP charts, and scaffolding student understanding and learning.

Next, campus and district leadership will engage in 10 walk throughs a week to provide feedback on instruction for teachers focusing on campus goals and Accelerated Learning. The look fors which were developed at the ALT Retreat will be used as a framework to provide feedback to teachers and monitor teacher growth in Accelerated Learning.

Lastly, Professional Learning Communities will continue to answer the four questions of learning: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? and How will we extend the learning for students who are already proficient? Each PLC will focus on the these questions and focus on the interactions between students, teachers, and content to determine learning outcomes.

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

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

The district's goal of mitigating learning loss, actively monitoring learning outcomes, and building strong, effective PLCs are the cornerstones of CISD's strong instructional best practices.

Programs and Services

Technology

Each year, students, teachers, administrators, and parents at Castleberry ISD take the BrightBytes survey to assess the district's current digital learning approaches and technologies available to students. In the summer prior to the 2020-2021 school year, BrightBytes implemented a new survey called the Modern Learning Survey. In this new survey, educational environments such as virtual learning and hybrid learning were included. The new survey continued to include feedback on instruction, skills, access, and support, but also added a new section with questions directed at Social and Emotional Learning (SEL).

The survey results indicate teachers and students continue to raise the rigor of lessons through the use of technology to deliver instruction. Highlights of the survey showed that 95% of teachers utilized Canvas Learning Management System (LMS) on a daily basis, 83% connected with students daily through Google Meets, and 48% of teachers used digital textbooks daily. Responses from students showed that 69% of students said that they collaborated online weekly. In addition, 66% of students recorded that they created digital products daily, compared to only 28% in the previous year. Although both teachers and students indicated that online instruction was utilized, one area of growth is to increase opportunities for students to interact virtually with experts in the online learning environment. A couple of strategies that can be game changers in this area are to integrate flipped instructional strategies and for content coaches and innovation leaders to model the use of new technologies.

In looking at teacher and student access to technology at school as well as home, CISD continues to score near perfect with 99% of students and 98% of staff indicating that they have a school issued device to complete tasks. Additionally, the CISD Connected Learning Program has now been extended to include all students from Pre-kindergarten to 12th grade in the 1-to-1 program. Thanks to the completion of the Digital Equity 4 All Program, 98% of students indicated that they can access the Internet at home on their school device. This program will continue to expand ensuring that 100% of students will be able to access the Internet at home to continue learning beyond the classroom.

In the area of technology skills, teachers and students continue to indicate that they feel comfortable participating in an online learning environment. Furthermore, in the area of digital citizenship skills, teachers (99%), parents (92%), and students (79%) responded that students treat each other respectfully online. However, as an area needing growth, 35% of students do not read or write online outside of school. Two strategies that can be utilized to help increase in this area are to include real world applications to lesson activities, and to offer students choice in showcasing their learning.

The section of the survey that continues to score extremely high is the support section. Ninety-five percent of students indicated that they have access to technical support when needed, compared to 99% of teachers. Furthermore, 98% of teachers felt supported when technology problems disrupted instruction. Also in the area of support, 99% of teachers feel supported by campus and district leadership to try new teaching strategies using technology. A game changer that will continue to be a focus for the coming year is to find ways to reward teachers who take risks in using technology.

Finally, in the new section of the survey that measures social and emotional learning, 86% of students feel safe while learning online with 90% of parents indicating that their child feels safe learning online. All of the teachers surveyed indicated that they feel safe facilitating online learning. Another strength in the SEL section was student engagement. Teachers feel that students are more engaged when using technology in learning activities and 70% of students say that they pay more attention when using technology for learning. Based on the survey results, the one area that still needs some growth is preparing students to complete difficult tasks. Of those surveyed, 43% of students indicated that it was difficult for them to complete tasks that are hard. One game changer in this area is to create instructional environments allowing students to succeed both academically and socially.

As CISD continues to grow in teaching and learning, the Modern Learning BrightBytes survey provides the district with a quick snapshot of where we are and how we can continue to grow as we strive for excellence in all areas: instruction, technology skills, access to technology, social and emotional learning, and support. To see a visual representation of the survey results, view the Technology Evaluation 2020-2021 (Modern Learning BrightBytes Survey Results) located in the Plan Addendums.

District Processes & Programs Strengths

District Programming Strengths

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

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

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

Instructional and Curricular Strengths

- Creation and implementation of a District Reentry Plan during the Pandemic
- Implementation of an Instructional Continuity Plan to address teaching both in-person and to remote students simultaneously (dual audiences)
- Alignment of District and Campus Improvement Plan goals
- Implementation of Professional Learning Communities
- Curriculum deep alignment meetings with teachers and central office administration
- Implementation of student, staff, and district advisory committees
- Differentiated Professional Learning opportunities
- Expanding participation and course offerings in the district's dual credit program
- Providing equitable access to transformational learning experiences enabled by technology
- Reorganization of the curriculum and technology departments in the Teaching, Learning, and Innovation Department
- Creation of a five year Curriculum Management Plan
- Creation of an assessment calendar providing opportunities for earlier interventions
- The results of the Texas Curriculum Management Audit found considerable evidence of long-range planning in the Castleberry Independent School District. Documented planning efforts met audit standards to provide sound governance of the educational program.
- The curriculum audit indicated considerable work had been accomplished in a short amount of time. A core written curriculum for some district courses were present.
- After reviewing the findings of the curriculum audit, Castleberry ISD identified goals and developed a five year plan to address inadequate or missing guiding documents. Beginning in the summer of 2017, the first year of curriculum writing was initiated. A core group of teacher leaders were trained to participate in the development of the documents and periodically came together throughout the 2017-2018 school year to update, revise, and develop curriculum documents.
- Year one, two, three, and four of the five year curriculum plan has been completed. In addition, year five curriculum writing began during the summer of 2021, while year one, two, three and four guiding documents were reviewed for deep alignment of the written, taught, and tested curriculum.
- The audit indicated that CISD had an adequate comprehensive assessment plan. However, assessment data use was identified as "emergent" during the audit.
- Since the audit, unit assessments were developed by coordinators, directors, and teachers to increase opportunities for data collection. The district has also implemented five progress monitor days throughout the school year where each campus presents unit assessment, CBA, and benchmark data to the Teaching, Learning, and Innovation Team and Superintendent to receive reflective feedback and to collaborate on action plans. One action plan is to identify a time within the school day that is dedicated to Response to Intervention (RTI) using the data collected. RTI documents are developed to support teachers and campus leaders in documenting, developing, and monitoring student interventions.
- The bilingual program audit found that our bilingual teachers at each campus are highly motivated and have high levels of academic Spanish. The auditor also cited strong classroom management and instructional practices as a strength of our program. Among the elements seen in most classrooms, the auditor mentioned guided reading groups, both math and literacy centers, and on-going progress monitoring of students. The auditor was also pleased with the many resources teachers had in both English and Spanish. Among these resources, the auditor cited anchor charts in both languages, as well as books and other learning materials. The bilingual classes have small class sizes on average. The auditor found 15 students per class, which allows for a great deal of 1 to 1 student teacher interaction.
- An ELL Handbook has been created to ensure strong procedures and processes are in place to identify and support English Language Learners. The new handbook provides clear guidelines for training, assessment, identification, ongoing support, meeting requirements, and exit procedures.
- Progress monitoring assessments were purchased to support bilingual teachers in effectively monitoring reading progress of 3rd-5th grade students.
- Writing benchmark assessments have been added to the calendar of assessments for K-10th grade students.
- In addition, Writing to Learn is again a district initiative for the 2020-2021 school year. All campuses are incorporating Writing to Learn activities in all subject areas.
- Formative Loop has been purchased for all 2nd-5th grade students to support fact fluency and automaticity. In addition, goals have been set for student progress on Assessing Math Concepts (AMC) benchmarks and will be supported with resources to develop numeracy.
- Standards-based report cards were rolled out in the 2017-2018 school year to first graders and continued in second grade during the 2018-2019 school year. During the 2017-2018 school year, second grade lead teachers worked with administrators to develop the second grade standards-based report card. In addition, kindergarten, first, and second grade teachers will meet throughout the school year to make recommendations for possible adjustments to the standards-based report cards for the upcoming academic years.

Technology

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

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

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

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

- Ninety-seven percent of students indicated that they can access the Internet at home for learning.
- Ninety-five percent of students agreed that there are people at school that can help them with their device when needed.
- Ninety-one percent of students found it easy to video chat online.
- Eighty-four percent of students are asked to collaborate online with classmates at least monthly.
- Eighty-six percent of students feel safe when working online.
- Ninety percent of students feel comfortable reporting bullying to their teacher or an adult at school.
- Eighty-three percent of students know what people may be feeling by the look on their face.
- Eighty-two percent of students know when someone needs help.
- Seventy-four percent of teachers ask their students to post or share their work online at least monthly.
- Ninety-eight percent of teachers reported they could get devices for their students when needed.
- Ninety-eight percent of teachers have access to a computer for their own use all of the time at school along with ninety-seven percent of teachers reporting high quality internet speed.

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

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): 0% of students earned an Associates Degree while attending high school. **Root Cause:** The district does not currently meet the requirements to offer an Associates Degree while attending high school.

Problem Statement 2 (Prioritized): Select students identified as having both Dyslexia and a severe learning disability are not being effectively served. **Root Cause:** The school district does not have an appropriate foundational standard protocol Dyslexia intervention program.

Problem Statement 3 (Prioritized): Student attendance has dropped below the 95% budget threshold. **Root Cause:** Various COVID-19 variants continue to spread throughout the world and parents are reluctant to send students back to school in person.

Problem Statement 4 (Prioritized): We began the 2021-2022 school year with 9 professional vacancies on the campuses including (2) nurses, (2) librarians, (5 teachers). **Root Cause:** COVID-19 presented challenges to participate and hold face-to-face Job Fairs and recruit. There is a need to start recruiting fairs in the fall and early spring, not just in April and May in order to increase the hiring pool early on.

Problem Statement 5 (Prioritized): Lessons are predominantly teacher-centered versus student-centered. **Root Cause:** Teachers feel pressured by high-stakes testing demands and resort to familiar strategies taking risks on new instructional strategies.

Problem Statement 6 (Prioritized): Results of the Modern Learning BrightBytes Survey showed 32% of students indicated that topics such as acting respectfully online were

not taught at least weekly. **Root Cause:** Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

Problem Statement 7 (Prioritized): Results of the Modern Learning BrightBytes Survey indicated that 3% of 3rd through 12th grade students do not have WiFi connectivity at home. **Root Cause:** The district is currently 85% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

Problem Statement 8 (Prioritized): Results of the Modern Learning BrightBytes Survey showed that 46% of teachers never ask their students to virtually engage with experts. **Root Cause:** Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

Problem Statement 9 (Prioritized): Results of the Modern Learning BrightBytes Survey indicated that 43% of students find it difficult to finish tasks that are hard. **Root Cause:** Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

Problem Statement 10 (Prioritized): Results of the Castleberry Parent Input for In-Person or Remote Learning Survey revealed that 20% of parents were interested in their children attending school virtually for the upcoming school year. **Root Cause:** State funding was eliminated for virtual learning leaving Castleberry ISD without an option to provide this learning environment for students.

Problem Statement 11 (Prioritized): There has been significant learning loss due to COVID-19. **Root Cause:** Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and needing programming to support parents as Student's First Teacher.

Problem Statement 12 (Prioritized): There has not been an efficient system for tracking parent and family engagement. **Root Cause:** It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

Problem Statement 13 (Prioritized): There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years. **Root Cause:** COVID-19 safety measures restricted in-person participation.

Problem Statement 14 (Prioritized): Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level. **Root Cause:** Staff members are not aware of established colors, standards, and approved logos to use in publications.

Problem Statement 15 (Prioritized): Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district. **Root Cause:** New staff are trained during initial employee orientation, but are not reinforced.

Perceptions

Perceptions Summary

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

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

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

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

Surveys conducted in 2020-2021 included:

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

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

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

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

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

The 2021 Administrator Leadership Team Retreat focused on learning loss due to Covid with a book study. The book which was read by all participants was *Learning in the Fast Lane* by Suzy Pepper Rollins. Too often, students who fail a grade or a course receive remediation that ends up widening rather than closing achievement gaps.

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

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

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

Creating a Safe and Secure Culture

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

- For the safety of all students and staff members, the district's Police Department consists of three police officers who are fully commissioned and have the same authority and jurisdiction as those in other law enforcement agencies. If incidents happen at school or school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request the assistance of the Castleberry ISD Police Department in instances of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol or weapons violations, and fighting or physical violence. The department also consists of a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and the fire alarm systems.
- School closings and/or delayed opening information is communicated through local television and radio station broadcasts and websites. Related information is also sent out through district call-outs and text messages and is available on the District's website.
- Safety drills include fire, tornado, evacuation, school bus evacuation, lockdown, and shelter in-place drills. Duress and lockdown buttons are tested each month to coincide with the drills to ensure all equipment is properly working.
- CISD supports the use of video cameras for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.
- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. In order to support that commitment, Castleberry ISD has equipped all campuses with an identification system to help protect the students and staff. Intercept is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.

The CISD Standard Response Protocol outlines the District's approach to emergency management and operations. It provides general guidance for emergency management activities, and an overview of the District's methods of mitigation, preparedness, response, and recovery. The plan describes the District's emergency

response organization and assigns responsibilities for various emergency tasks.

Parent and Family Engagement Values

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

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

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

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

Perceptions Strengths

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

District Culture and Climate Survey

- 201 out of 238 (85%) of teachers in CISD participated in the end of year culture and climate survey.
- Of the 201 participants that completed the end of year climate survey in 2020-2021, 90% believed that meeting the needs of CISD students is a top priority for our district, and 86% felt that the vision, mission, beliefs and goals of CISD were clearly communicated. In addition 96% of participants stated that they are able to access necessary information on the district website.
- At the campus level, 91% felt that they had the technology resources necessary to be successful in their current position, and 85% felt that their principal/supervisor makes timely decisions.
- Our teacher retention rate increased from 70% in 2019-2020 to 78% in 2020-2021.
- The Exiting Survey revealed an increase of employees stating that they would recommend Castleberry ISD (from 54% in 2020 to 57% in 2021).

Safety and Security

- Scheduled and completed 19 Half Day Visits with Interquest Detection Canine for Contraband Detection at Castleberry High School, Irma Marsh Middle School, REACH High School, and TRUCE Learning Center.
- Conducted 225 Safety Drills (Fire, Tornado, Lockdown, Shelter in Place, Nearby/Remote Evacuation, School Bus Evacuation Drill) throughout the year.
- Updated and Delivered 550 Standard Response Protocol Information sheets to all CISD Campuses.
- Submitted Fire Exit Drills and Fire Prevention Forms to Texas Department of Insurance – 100% Compliance.
- Implemented bag search policy and procedures for all varsity UIL athletic contests
- Implementation of officer body-worn cameras (AXON Model), and the delivery of cloud-based evidence management software.
- An upgraded video surveillance system to Video Insight. This system allows users to view all camera footage via the web as well as phone and tablet device application.
- Conversion of handheld radio system (analog to digital) in conjunction with the City of Fort Worth, River Oaks, and Sansom Park Police Departments.
- Replacement of twelve internal cameras and seven external cameras added two new interior cameras (CHS), and one exterior camera (JJE) through the Master Plan.

- Implementation of CRASE Training (Civilian Response to Active Shooter Events). This program provides district personnel with strategies, guidance, and a proven plan for surviving an active shooter event.
- Implementation of C.R.A.S.E. Training. This program provides local police departments with strategies, guidance, and a proven plan for an active shooter event.
- Provided district wide safety professional development that included: Standard Response Protocol, Stop the Bleed Program, Human Trafficking, Self-Care, and Crisis Incident Stress Management.
- Prepared and delivered 282 "Go Kits" (Stop the Bleed Program) to every classroom in CISD.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying.
- Decrease in # of intrusion alarms by 8% (-7). (2019-20 = 32) (2018-19=39)
- Decrease in # of residency checks by 6% (-11). (2019-20 = 142) (2018-19=153)
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures.
- Coordinated with the National Weather System (through local C.E.R.T. committee) to better forecast inclement weather conditions to better prepare and communicate with all district and campus personnel.
- Implementation of a locked exterior door and all interior vestibles for all campuses. Funding through the CISD Capital Improvements Projects (2020-21)
- Incorporated ideas and suggestions of the External Safety Audit into the department's safety measures and procedures.

COVID-19 Measures

- School systems must require teachers and staff to self-screen for COVID-19 symptoms before coming onto campus each day.
- Contact tracing: School systems must screen to determine if visitors have had close contact with an individual who is lab-confirmed with COVID-19, and, if so, they must remain off campus until the 10-day incubation period has passed.
- Social distancing (also called physical distancing) means keeping space (6 ft.) between yourself and other people outside of your home.
- Implement contactless pick up and/or delivery of meals and school materials for days that students and staff are not in the school building.
- For a complete guide updated frequently, visit www.castleberryisd.net.

Parent and Family Engagement

- Partnerships with stakeholders have increased family attendance at district events.
- Each school is represented on the district Family Engagement Committee. A staff member and three parents of students from each school are committee members. The District Committee meets quarterly every year.
- Elementary schools have the highest family attendance for events.
- Castleberry ISD launched Parent University 101 in the Spring of 2018. Parent University 101 was offered in both Fall and Spring semesters in 2018-2019. Parent University 201 hosted classes Spring 2019 and Fall 2019.
- Community partner, One Faith Church, assists with Parent University every week.
- AV Cato Elementary School will soon host Parent University classes for the parents of their students.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): The 2020-2021 Exit Survey reflected a high percentage (50%) of staff resigning from CISD within the first 3 years of employment. Due to

this rate of turnover in the first three years, there is a need to ensure that all new staff are trained regarding district processes before their first report date. **Root Cause:** There is not comprehensive professional learning plan that incorporates mentoring teachers new to the profession.

Priority Problem Statements

Problem Statement 1: We began the 2021-2022 school year with 9 professional vacancies on the campuses including (2) nurses, (2) librarians, (5 teachers).

Root Cause 1: COVID-19 presented challenges to participate and hold face-to-face Job Fairs and recruit. There is a need to start recruiting fairs in the fall and early spring, not just in April and May in order to increase the hiring pool early on.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: 78% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

Root Cause 2: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 0% of students earned an Associates Degree while attending high school.

Root Cause 3: The district does not currently meet the requirements to offer an Associates Degree while attending high school.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 5: Lessons are predominantly teacher-centered versus student-centered.

Root Cause 5: Teachers feel pressured by high-stakes testing demands and resort to familiar strategies taking risks on new instructional strategies.

Problem Statement 5 Areas: District Processes & Programs

Problem Statement 6: Select students identified as having both Dyslexia and a severe learning disability are not being effectively served.

Root Cause 6: The school district does not have an appropriate foundational standard protocol Dyslexia intervention program.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Science STAAR decreased 13% in Approaches, 10% in Meets, and 4% in Masters.

Root Cause 7: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Results of the Modern Learning BrightBytes Survey showed 32% of students indicated that topics such as acting respectfully online were not taught at least weekly.

Root Cause 8: Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Results of the Modern Learning BrightBytes Survey indicated that 3% of 3rd through 12th grade students do not have WiFi connectivity at home.

Root Cause 9: The district is currently 85% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

Problem Statement 9 Areas: District Processes & Programs

Problem Statement 10: Results of the Modern Learning BrightBytes Survey showed that 46% of teachers never ask their students to virtually engage with experts.

Root Cause 10: Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: Results of the Modern Learning BrightBytes Survey indicated that 43% of students find it difficult to finish tasks that are hard.

Root Cause 11: Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Results of the Castleberry Parent Input for In-Person or Remote Learning Survey revealed that 20% of parents were interested in their children attending school virtually for the upcoming school year.

Root Cause 12: State funding was eliminated for virtual learning leaving Castleberry ISD without an option to provide this learning environment for students.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years.

Root Cause 13: COVID-19 safety measures restricted in-person participation.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: There has not been an efficient system for tracking parent and family engagement.

Root Cause 14: It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: There has been significant learning loss due to COVID-19.

Root Cause 15: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and needing programming to support parents as Student's First Teacher.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: The number of students identified as needing special education services exceeds the state average and continues to trend upward.

Root Cause 16: Lack of immediate and early intervention systems prior to conducting an evaluation.

Problem Statement 16 Areas: Demographics

Problem Statement 17: 6.1% of students in Castleberry ISD receive gifted and talented services versus 8.1% at the state level.

Root Cause 17: Most resources have been allocated towards identifying students who require intervention versus enrichment.

Problem Statement 17 Areas: Demographics

Problem Statement 18: 48.8% of teachers in Castleberry ISD have 5 or less years of experience versus 35.9% at the state level.

Root Cause 18: High turnover rate (CISD: 28.6% vs State: 16.5%) due to high stress and demands associated with teaching in a Title 1 school district.

Problem Statement 18 Areas: Demographics

Problem Statement 19: English Language Learners at Irma Marsh did not meet the English Language Proficiency Target of 36 for accountability.

Root Cause 19: The rigor and content of the TELPAS exam is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: Special Education students achieved 13% at Meets and Masters in ELA/Reading and 14% at Meets and Masters in Math thus missing the targets in Domain 3.

Root Cause 20: Individualized Education Plan (IEP) goals lack alignment to essential standards because objectives are not written in a manner that scaffolds the learning of the standard.

Problem Statement 20 Areas: Student Learning

Problem Statement 21: Only 34% of all students are achieving Meets and Masters in ELA/Reading thus missing the target of 44% in Domain 3.

Root Cause 21: 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 21 Areas: Student Learning

Problem Statement 22: 7% of students taking an AP course scored a 3 or above on the exam.

Root Cause 22: The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: Only 33% of Hispanic students are achieving Meets and Masters in ELA/Reading thus missing the target of 37% in Domain 3.

Root Cause 23: 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 23 Areas: Student Learning

Problem Statement 24: Only 41% of White students are achieving Meets and Masters in ELA/Reading thus missing the target of 60% in Domain 3.

Root Cause 24: 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 24 Areas: Student Learning

Problem Statement 25: 51.31% of students did not meet the Approaches grade level score on the 2021 Math Spring STAAR Tests.

Root Cause 25: CISD does not have a comprehensive K-12 Numeracy Plan adopted by the Castleberry Board of Education which aligns curriculum and student outcome expectations for each grade level.

Problem Statement 25 Areas: Student Learning

Problem Statement 26: Social Studies STAAR decreased 24% in Approaches, 15% in Meets and 9% in Masters.

Root Cause 26: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: While CISD does have a Gifted and Talented Process Handbook, it has not been updated or compared critically to the 2019 State Plan for Gifted and Talented Education.

Root Cause 27: Rewrites of the Gifted and Talented Process Handbook has not been scheduled to occur on a regular basis nor has an audit to compare the district's plan with the state plan.

Problem Statement 27 Areas: Student Learning

Problem Statement 28: English Language Arts/Reading STAAR decreased 7% in Approaches, 3% in Meets, and 4% in Masters.

Root Cause 28: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 28 Areas: Student Learning

Problem Statement 29: Math STAAR decreased 24% in Approaches, 17% in Meets, and 9% in Masters.

Root Cause 29: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 29 Areas: Student Learning

Problem Statement 30: Climate surveys are only conducted at the end of the year and are not perceived as being anonymous. The surveys are only completed by employees of the district.

Root Cause 30: The survey is conducted through Eduphoria leading employees to think the responses they share are linked to their logon. In addition, the end of year survey has been utilized to document administrator performance versus utilizing the data as feedback for improving district and school perceptions and climate.

Problem Statement 30 Areas: Perceptions

Problem Statement 31: Student attendance has dropped below the 95% budget threshold.

Root Cause 31: Various COVID-19 variants continue to spread throughout the world and parents are reluctant to send students back to school in person.

Problem Statement 31 Areas: District Processes & Programs

Problem Statement 32: The 2020-2021 Exit Survey reflected a high percentage (50%) of staff resigning from CISD within the first 3 years of employment. Due to this rate of turnover in the first three years, there is a need to ensure that all new staff are trained regarding district processes before their first report date.

Root Cause 32: There is not comprehensive professional learning plan that incorporates mentoring teachers new to the profession.

Problem Statement 32 Areas: Perceptions

Problem Statement 33: Algebra I EOC scores decreased 26% in Approaches, 37% in Meets, and 28% in Masters.

Root Cause 33: Poor in-person attendance kept students from fully engaging in the content and getting to practice with N-Spire Calculator.

Problem Statement 33 Areas: Student Learning

Problem Statement 34: Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level.

Root Cause 34: Staff members are not aware of established colors, standards, and approved logos to use in publications.

Problem Statement 34 Areas: District Processes & Programs

Problem Statement 35: Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district.

Root Cause 35: New staff are trained during initial employee orientation, but are not reinforced.

Problem Statement 35 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 1: In Domain 1, the STAAR performance scaled score will increase from 56 to 76 on the 2022 A-F Accountability Ratings. (Raw Scores: Approaches 74, Meets 40, Masters 19)

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The Teaching, Learning, and Innovation Team will work with campuses during PLC's to support instructional practices targeted to improve student learning. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principals, Associate Principal, Campus Academic Leaders Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2, 4, 5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Teaching, Learning, and Innovation Team will provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments along with answering questions regarding upcoming instructional units. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principals, Associate Principal, Campus Academic Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 4, 5 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The Teaching, Learning, and Innovation Team will complete year five of the five year curriculum and assessment development plan. Strategy's Expected Result/Impact: Creation of a curriculum which aligns the written and tested curriculum Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Perceptions 2 Funding Sources: - 211 - Title I, Part A		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: The Teaching, Learning, and Innovation Team will provide on-going professional learning and resources to support K-12 core content teachers' increasing use of content area writing tools and strategies that will deepen students' understanding of the content, enhance critical thinking skills, and grow students' overall literacy development. Strategy's Expected Result/Impact: Core content teachers consistently utilize student digital portfolios to collect and house students' writing samples, self-assessments, goal-setting, and reflections on their progress and growth as a writer in that discipline Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 6, 7, 8, 9 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: English Language Arts Coordinators (ELA) and ELA Coaches will provide professional learning and resources on current, evidence-based practices in writing instruction that will support teacher's planning, instructional delivery, and implementation of TEKS Strand 6 Composition--the Writing Process and Writing Genres. Strategy's Expected Result/Impact: Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers. Staff Responsible for Monitoring: English Language Arts Coordinators, English Language Arts Coaches, Reading Interventionists Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 6, 7, 8 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Math Department will collaborate and develop a K-12 Numeracy Plan. Strategy's Expected Result/Impact: Growth in campus data and student performance in math Staff Responsible for Monitoring: Math Coordinators, Math Coaches, Campus Principals, Associate Principal, Campus Academic Leaders Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 2, 10 Funding Sources: - 255 - Title II, Part A TPTR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Science Coordinators will support the implementation and utilization of a district-wide method for analyzing and interpreting science problems (RUBIES). Strategy's Expected Result/Impact: Growth in campus data and student performance on science assessments Staff Responsible for Monitoring: Science Coordinators, Campus Principals, Associate Principal, Campus Academic Leaders Title I Schoolwide Elements: 2.4 - Results Driven Accountability Problem Statements: Student Learning 4 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The district will provide TEKS-aligned online resources, materials, and professional learning for hands-on math and science labs. Strategy's Expected Result/Impact: Growth in campus data and student performance in Math and Science at all grade levels Staff Responsible for Monitoring: Math Coordinators, Math Coaches, Science Coordinators, Campus Principals, Associate Principal, Campus Academic Leaders Title I Schoolwide Elements: 2.4 - Results Driven Accountability Problem Statements: Student Learning 2, 4, 9, 10 Funding Sources: - 410- IMA	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: The Teaching, Learning, and Innovation Team will provide resources, guidance, and professional learning using academic vocabulary as an acceleration strategy in the classroom. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4 - Results Driven Accountability Problem Statements: Student Learning 1, 6, 7, 8, 9 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: The district will increase student engagement by providing support and professional learning on the use of high-yield instructional strategies within tier one instruction to accelerate learning. Strategy's Expected Result/Impact: Growth in student engagement Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: The district will provide on-going professional learning for teachers and administrators on how to use assessment data to drive instruction in small groups as well as tiered groups for instruction. Strategy's Expected Result/Impact: Targeted RtI implementation and tier 3 data Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Campus Principals, Associate Principal, Campus Academic Leaders, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 1 - Student Learning 9 - District Processes & Programs 5 Funding Sources: Training, Intervention Materials - 211 - Title I, Part A - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: The district will provide support and resources to REACH Alternative High School as they continue to implement a Targeted Improvement Plan to meet the accountability measures in Student Achievement on A-F Accountability Ratings. Strategy's Expected Result/Impact: Meet the Student Achievement measure on accountability Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Campus Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211 - Title I, Part A - IR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: The district will create and implement supplemental aids for use in classrooms and on STAAR. Strategy's Expected Result/Impact: Growth in campus data and student performance at all levels Staff Responsible for Monitoring: Director of Special Programs and Teaching, Learning, and Innovation Team Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: The district will implement a Multi-Tiered System of Support (MTSS) for all struggling students as determined by regular formative and summative assessments . Strategy's Expected Result/Impact: Growth in campus data and student performance as well as an increase in data collected on Tier 3 students resulting in more efficient special education evaluations. Staff Responsible for Monitoring: Director of Special Programs, MTSS Specialist, MTSS Behavior Specialist, Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 7, 8, 9, 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: The district will ensure Accelerated Instruction (AI) Plans are created, implemented, and tracked in all STAAR areas when students do not meet approaches grade level. Strategy's Expected Result/Impact: Growth in campus data and student performance Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Social Studies Coordinator will support teachers create and monitor formative assessments to ensure students are able to transfer content from classroom activities to STAAR formatted questions. Strategy's Expected Result/Impact: Growth in campus data and students performance on all STAAR test. Staff Responsible for Monitoring: Teaching, Learning and Innovation Staff, Campus Principals, Associate Principals, and Campus Academic Leaders. Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Social Studies Coordinator and teachers will increase expose to the various ways content is tested on STAAR. Doing so will fine tune test taking strategies to move students from Meets to Masters. Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR test Staff Responsible for Monitoring: Teaching, Learning and Innovation Staff, Campus Principals, Associate Principal, and Campus Academic Leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: The Teaching, Learning, and Innovation Team will work with teachers during professional learning, PLCs, and planning time to create learning experiences that provides opportunities for students to build perseverance in completing rigorous tasks. Strategy's Expected Result/Impact: Increased student stamina when completing rigorous or lengthy tasks. Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: District Processes & Programs 9	Formative			Summative
	Nov	Jan	Mar	June

Strategy 19 Details		Reviews			
Strategy 19: The district will add an additional math teacher/intern to teach Algebraic Reasoning to prepare re-tester students for the Algebra I End of Course (EOC) exam.. Strategy's Expected Result/Impact: Improved teacher to student ratio to increase Approaches, Meets, and Masters Scores on the Algebra I EOC. Staff Responsible for Monitoring: Secondary Math Coordinator, Math Coach, Algebra I Teachers Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Student Learning 3		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The number of students identified as needing special education services exceeds the state average and continues to trend upward. Root Cause: Lack of immediate and early intervention systems prior to conducting an evaluation.
Student Learning
Problem Statement 1: English Language Arts/Reading STAAR decreased 7% in Approaches, 3% in Meets, and 4% in Masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.
Problem Statement 2: Math STAAR decreased 24% in Approaches, 17% in Meets, and 9% in Masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.
Problem Statement 3: Algebra I EOC scores decreased 26% in Approaches, 37% in Meets, and 28% in Masters. Root Cause: Poor in-person attendance kept students from fully engaging in the content and getting to practice with N-Spire Calculator.
Problem Statement 4: Science STAAR decreased 13% in Approaches, 10% in Meets, and 4% in Masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.
Problem Statement 5: Social Studies STAAR decreased 24% in Approaches, 15% in Meets and 9% in Masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.
Problem Statement 6: Only 34% of all students are achieving Meets and Masters in ELA/Reading thus missing the target of 44% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Problem Statement 7: Only 41% of White students are achieving Meets and Masters in ELA/Reading thus missing the target of 60% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Problem Statement 8: Only 33% of Hispanic students are achieving Meets and Masters in ELA/Reading thus missing the target of 37% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Problem Statement 9: Special Education students achieved 13% at Meets and Masters in ELA/Reading and 14% at Meets and Masters in Math thus missing the targets in Domain 3. Root Cause: Individualized Education Plan (IEP) goals lack alignment to essential standards because objectives are not written in a manner that scaffolds the learning of the standard.

Student Learning

Problem Statement 10: 51.31% of students did not meet the Approaches grade level score on the 2021 Math Spring STAAR Tests. **Root Cause:** CISD does not have a comprehensive K-12 Numeracy Plan adopted by the Castleberry Board of Education which aligns curriculum and student outcome expectations for each grade level.

Problem Statement 11: English Language Learners at Irma Marsh did not meet the English Language Proficiency Target of 36 for accountability. **Root Cause:** The rigor and content of the TELPAS exam is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

District Processes & Programs

Problem Statement 5: Lessons are predominantly teacher-centered versus student-centered. **Root Cause:** Teachers feel pressured by high-stakes testing demands and resort to familiar strategies taking risks on new instructional strategies.

Problem Statement 9: Results of the Modern Learning BrightBytes Survey indicated that 43% of students find it difficult to finish tasks that are hard. **Root Cause:** Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

Perceptions

Problem Statement 2: The 2020-2021 Exit Survey reflected a high percentage (50%) of staff resigning from CISD within the first 3 years of employment. Due to this rate of turnover in the first three years, there is a need to ensure that all new staff are trained regarding district processes before their first report date. **Root Cause:** There is not comprehensive professional learning plan that incorporates mentoring teachers new to the profession.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 2: In Domain 1, the college, career, and military readiness measure will increase from 90 to 94 on the 2022 A-F Accountability Ratings. (Raw Score: 74))

Evaluation Data Sources: CCMR Spreadsheet and Data Suite

Strategy 1 Details	Reviews			
Strategy 1: The district will track student choice and monitor progress and successful completion in all areas of College, Career, and Military Readiness (CCMR). Strategy's Expected Result/Impact: Students will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success Staff Responsible for Monitoring: Advanced Academic Coordinator, CCMR Advisor, Career and Technical Education (CTE) Coordinator, Campus Administration, Campus Counselors Title I Schoolwide Elements: 2.4, 2.6, 3.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will provide college prep courses and academic boot camp opportunities to prepare students for success on college and military entry exams. Strategy's Expected Result/Impact: Students will increase scores on college entry exams such as the PSAT/NMSQT, SAT, ACT, TSI, and ASVAB Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Team, Campus Administrators, Campus Academic Leaders, and Campus Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 12 Funding Sources: - 199 - General Fund - ESSR - \$23,760	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: New Dual Enrollment/OnRamps and Dual Credit courses will be evaluated and approved as an option in the Student Academic Planning Guide (APG). Strategy's Expected Result/Impact: Expand and strengthen existing partnerships in CTE Technical Dual Credit, explore additional OnRamps offerings, and Dual Credit opportunities Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Team, Campus Administrators, Associate Principal, Campus Academic Leaders, and Campus Counselors Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Career and Technology Education will develop and implement a plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications. Strategy's Expected Result/Impact: Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills-based certificates, licenses and/or certifications as possible Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Team, Campus Administrators, Associate Principal, Campus Academic Leaders, and Campus Counselors Title I Schoolwide Elements: 2.4 Funding Sources: - 199 - General Fund, - 244 - CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will explore options for students to earn an Associate's Degree or a Level I/Level II Certificate from a cooperating community college by the time they graduate from high school as well as enter into higher education. Strategy's Expected Result/Impact: New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Teaching, Learning, and Innovation Team, Campus Administrators, Associate Principal, Campus Academic Leaders, and Campus Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The district will provide support and resources to REACH Alternative High School as they implement year 3 of the Targeted Improvement Plan to meet Accountability in CCMR on A-F Accountability Ratings. Strategy's Expected Result/Impact: Meet CCMR accountability measures Staff Responsible for Monitoring: Executive Director of Secondary Education and REACH High School Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: - 211 - Title I, Part A - IR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: The district will increase effective and efficient digital communication (Castleberry ISD website, Twitter, and Facebook) with students and parents to increase stakeholder knowledge and awareness of the benefits and availability of college and career readiness opportunities. Examples: dual credit, dual enrollment, OnRamps, and college entrance test preparation sessions. Strategy's Expected Result/Impact: Increased student participation and interest in college and career ready courses, college entrance exam test preparation sessions, and college entrance testing Staff Responsible for Monitoring: Communications Specialist, Director of Technology, Advanced Academic Coordinator, CTE Coordinator, and College and Career Advisor Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The Teaching, Learning, and Innovation Team collaborates with teachers, counselors, and teacher librarians to update content guiding documents to include a list of experts that can be scheduled to interact with students virtually. Strategy's Expected Result/Impact: Increasing student interactions with experts provides real-world applications to their learning and opens doors to possible careers. Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Counselors, and Teacher Librarians Problem Statements: District Processes & Programs 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: The district will track and increase student enrollment in levels 3 and 4 pathway classes to ensure students complete a CTE pathway and are career ready. Strategy's Expected Result/Impact: More students will be career ready upon graduation, District tiered funding will increase Staff Responsible for Monitoring: CTE Teachers, Advanced Academic Coordinator, CCMR Advisor, CTE Coordinator, Campus Administration, and Campus Counselors Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader and the Advanced Academic Coordinator to discuss the effective use of the Advanced Placement dashboard. Strategy's Expected Result/Impact: Consistent use of Advanced Placement dashboard thereby increasing the rigor of the course content and quality of assessment feedback; 25% of students taking an Advanced Placement course in a core academic area will score a 3 or higher Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Principal, Associate Principal, Campus Academic Leader	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 12: 78% of high school students did not score at or above the college level on SAT, ACT, or TSIA. **Root Cause:** Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

District Processes & Programs

Problem Statement 1: 0% of students earned an Associates Degree while attending high school. **Root Cause:** The district does not currently meet the requirements to offer an Associates Degree while attending high school.

Problem Statement 8: Results of the Modern Learning BrightBytes Survey showed that 46% of teachers never ask their students to virtually engage with experts. **Root Cause:** Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 3: In Domain 1, the 5 year graduation rate will increase from 94% to 96.3% on the 2022 A-F Accountability Ratings.

Evaluation Data Sources: Leaver Tracking Notebook

Strategy 1 Details	Reviews			
Strategy 1: All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings. Strategy's Expected Result/Impact: Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs Staff Responsible for Monitoring: Management Systems Coordinator, Campus Data Management Specialists, Campus Administrators, Attendance Officers Title I Schoolwide Elements: 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school. Strategy's Expected Result/Impact: Increase attendance percentages at each campus, decrease dropout rate Staff Responsible for Monitoring: Coordinator of Research, Evaluations, and Accountability, Campus Attendance Clerks, Campus Assistant Principals Title I Schoolwide Elements: 2.6, 3.2 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Credit recovery opportunities will be offered at both Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort. Strategy's Expected Result/Impact: Increase student participation and completion of graduation requirements Staff Responsible for Monitoring: Campus Administrators, Campus Counselors, Teaching, Learning, Innovation Team Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 4: In Domain 2, students making a year's worth of academic growth in reading and math will increase from 66% to 71% or the relative performance score will increase from 83 to 92. (Economically Disadvantaged Reporting: 85.1 or up)

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The Teaching, Learning, and Innovation Team will support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans. Strategy's Expected Result/Impact: Increase student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR Scores (Domain 2) Staff Responsible for Monitoring: Teaching, Learning, Innovation Team Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will support reading achievement with the purchase of additional resources that may be utilized at school and home. Strategy's Expected Result/Impact: Growth in student Lexile levels Staff Responsible for Monitoring: Finance Department, Teaching, Learning, Innovation Team Title I Schoolwide Elements: 2.4 - Results Driven Accountability Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Professional learning will be offered to parents and provided to staff on recognizing characteristics of Dyslexia, the process for referral and identification of students with Dyslexia, and interventions to support Dyslexic students with achieving academic success. Strategy's Expected Result/Impact: Increased knowledge of the Dyslexia Program and how to support Dyslexic students Staff Responsible for Monitoring: Campus Principals, Dyslexia Therapists, Reading Specialists Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 5: In Domain 3, 9 out of the 20 sub populations will meet the closing the gap reading and math target on the 2022 A-F Accountability Ratings.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Each six weeks, campuses will present data collected during progress monitoring and revise targeted action plans including RTI plans based on data from unit assessments, campus-based assessments, and district benchmarks. Strategy's Expected Result/Impact: Creation of campus action plans based on current data Staff Responsible for Monitoring: Campus Principals, Associate Principal, Campus Academic Leaders Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Teaching, Learning, and Innovation Team will provide on-going professional learning for teachers and administrators on how to use STAAR benchmark and unit assessment data to drive instruction and tiered intervention. Strategy's Expected Result/Impact: Improvement in tier one instruction and the RTI process Staff Responsible for Monitoring: Teaching, Learning, Innovation Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The district will review and revise the data walks format with acceleration strategy lookfors to include specific feedback to teachers creating a culture of continuous improvement. Strategy's Expected Result/Impact: Provide feedback to teachers for continuous improvement in teaching and learning Staff Responsible for Monitoring: Superintendent's Cabinet, Campus Administrators Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The district will implement a Multi-Tiered System of Support (MTSS) for all struggling students as determined by formative and summative assessments regularly. Strategy's Expected Result/Impact: Increase support for struggling students Staff Responsible for Monitoring: Director of Special Programs, MTSS Specialist, MTSS Behavior Specialist, Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 6, 7, 8, 9, 10, 11 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes. Strategy's Expected Result/Impact: Increase in STAAR reading and math scores Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability Funding Sources: - 199 - General Fund, - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Special Education teachers will align and progress monitor on targeted SPED goals in STAAR areas. Strategy's Expected Result/Impact: 19% of students with disabilities will achieve at the meets and/or masters level as measured in Domain 3 Staff Responsible for Monitoring: Director of Special Programs, Special Programs Coordinator Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: The district will add a secondary math coach to model teach, design lesson materials, and provide professional learning. Strategy's Expected Result/Impact: Improved student performance in Meets and Masters scores on the Algebra EOC Staff Responsible for Monitoring: Secondary Math Coordinator, Math Coach Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning

Problem Statement 3: Algebra I EOC scores decreased 26% in Approaches, 37% in Meets, and 28% in Masters. **Root Cause:** Poor in-person attendance kept students from fully engaging in the content and getting to practice with N-Spire Calculator.

Problem Statement 6: Only 34% of all students are achieving Meets and Masters in ELA/Reading thus missing the target of 44% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 7: Only 41% of White students are achieving Meets and Masters in ELA/Reading thus missing the target of 60% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 8: Only 33% of Hispanic students are achieving Meets and Masters in ELA/Reading thus missing the target of 37% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 9: Special Education students achieved 13% at Meets and Masters in ELA/Reading and 14% at Meets and Masters in Math thus missing the targets in Domain 3. **Root Cause:** Individualized Education Plan (IEP) goals lack alignment to essential standards because objectives are not written in a manner that scaffolds the learning of the standard.

Problem Statement 10: 51.31% of students did not meet the Approaches grade level score on the 2021 Math Spring STAAR Tests. **Root Cause:** CISD does not have a comprehensive K-12 Numeracy Plan adopted by the Castleberry Board of Education which aligns curriculum and student outcome expectations for each grade level.

Problem Statement 11: English Language Learners at Irma Marsh did not meet the English Language Proficiency Target of 36 for accountability. **Root Cause:** The rigor and content of the TELPAS exam is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 6: In Domain 3, 5 out of the 5 sub populations will meet the graduation rate target of 90%.

Evaluation Data Sources: Leaver Tracking Notebook

Strategy 1 Details		Reviews			
Strategy 1: The high school counselors will create a process to monitor the four year graduation cohort target of 90%. Strategy's Expected Result/Impact: Increase in percentage of students graduating in four years Staff Responsible for Monitoring: Executive Director of Education Leadership, Campus Principal, Associate Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 7: In Domain 3, English Learners will meet the closing the gap target of 36.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: The district will update the K - 2 Spanish Language Arts (SLAR) curriculum documents and assessments to include English Language Development Scope and Sequence that follows the science of reading. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Early Literacy Coordinator, ELA Coach Problem Statements: Student Learning 8, 11 Funding Sources: - 199 - General Fund, - 199 - General Fund: Bilingual Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will update the 3 - 5 Spanish Language Arts (SLAR) curriculum documents and assessments with specific pacing that allows for skills to be taught in both languages as appropriate and add transferable skills to facilitate language transfer. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Early Literacy Coordinator, ELA Coach Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 11 Funding Sources: - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The district will purchase and implement vocabulary programs and resources for multiple content areas to support ELs. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Therefore, there will be an increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 - General Fund: Bilingual Allotment - \$0	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The district will implement Sheltered Instruction, ESL Certification, and ESL professional learning as part of the TEA required Comprehensive Professional Development plan for districts submitting an ESL Waiver. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS; Growth on academic performance as measured by STAAR; Increase in the number of reclassified students Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund: Bilingual Allotment	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Bilingual Coordinator will provide continuous support on the implementation of the ELPS and various strategies to teach language through content while focusing on the varied needs for the specific domain. Strategy's Expected Result/Impact: Students will make the required 1 year progress on language acquisition as measured by TELPAS Staff Responsible for Monitoring: Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 199 - General Fund: Bilingual Allotment	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: The district will purchase a language development program to assist newcomers in developing English proficiency. Strategy's Expected Result/Impact: Students will make the required 1-year progress on language acquisition as measured by TELPAS Staff Responsible for Monitoring: Bil/ESL Coordinator; Bil/ESL Coaches; Campus Academic Leaders, Principal, Teachers Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 261 - Title III-A, Immigrant	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 8: Only 33% of Hispanic students are achieving Meets and Masters in ELA/Reading thus missing the target of 37% in Domain 3. Root Cause: Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.
Problem Statement 11: English Language Learners at Irma Marsh did not meet the English Language Proficiency Target of 36 for accountability. Root Cause: The rigor and content of the TELPAS exam is not being fully and consistently experienced across all four domains of the ELPS in all core content classes.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 8: In Domain 3, 7 out of 7 sub populations will meet the closing the gap college, career, and military readiness target on the 2022 Accountability Ratings.

Evaluation Data Sources: CCMR Tracking Spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: The district will transition from Naviance College and Career Readiness platform to Major Clarity as a comprehensive K-12 college and career readiness solution . Strategy's Expected Result/Impact: Students will make better informed choices and decisions that will lead to a greater level of post-secondary readiness to include multiple post-secondary options for future success which will improve communication and tracking of student progress toward identified post-secondary goals. Staff Responsible for Monitoring: Advanced Academics Coordinator, CTE Coordinator, CCMR Advisor, CTE Instructors, Campus Counselors Title I Schoolwide Elements: 3.2 Funding Sources: - 244 - CTE	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will monitor the School Quality Status (CCMR Target) for each of the following sub populations: All students (43%), Hispanic students (81%), white students (14%), economically disadvantaged students (85%), current special education (12%). Counselors will meet with students who are not on target to meet their CCMR goal to revise the student's graduation plan. A CTE representative will attend all 8th grade transition ARDs as well as students in grades 9-12. Strategy's Expected Result/Impact: Removing barriers preventing students from achieving the CCMR target will enable them to be more successful at the Post-Secondary level and will create a more future ready graduate Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academics Coordinator, CTE Coordinator, CCMR Adviser, Counselors, Teaching, learning, Innovation Team, Campus Administrators, Associate Principal, Campus Academic Leaders, Campus Counselors. Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The district will increase teacher capacity and student achievement by providing professional learning sessions targeting increased rigor in tier one and small group instruction K-12. Opportunities would include but not limited to PLC topics on campuses, Advanced Placement Summer Institute sessions, book studies, blended learning offerings, and UT OnRamps teacher learning symposiums. Strategy's Expected Result/Impact: Increase number of students receiving meets and masters on state measured TEKS Staff Responsible for Monitoring: Executive Director of Educational Leadership, Campus Principals, Associate Principal, Campus Academic Leaders, Advanced Academic Coordinator, Teaching, Learning, Innovation Team, Problem Statements: Student Learning 13 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 13: 7% of students taking an AP course scored a 3 or above on the exam. Root Cause: The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 9: In Domain 3, the special education population will improve from 13% to 19% as measured by the meets and masters standard in ELA/Reading.

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

Strategy 1 Details	Reviews			
Strategy 1: Ongoing professional learning and coaching will be provided to special education teachers. Strategy's Expected Result/Impact: 19% of students with disabilities will achieve at the meets/masters level as measured by Domain 3 Staff Responsible for Monitoring: Director of Special Programs, Special Programs Coordinator Results Driven Accountability Problem Statements: Student Learning 9 Funding Sources: - 224 - IDEA B, Special Education	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will ensure the effective use of appropriate accommodations such as supplemental aids in all STAAR areas. Strategy's Expected Result/Impact: 19% of students with disabilities will achieve at the meets/masters level as measured by Domain 3 Staff Responsible for Monitoring: Director of Special Programs, Special Programs Coordinator, Coordinator of Research, Evaluation, and Accountability Results Driven Accountability Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 9: Special Education students achieved 13% at Meets and Masters in ELA/Reading and 14% at Meets and Masters in Math thus missing the targets in Domain 3. Root Cause: Individualized Education Plan (IEP) goals lack alignment to essential standards because objectives are not written in a manner that scaffolds the learning of the standard.

Goal 1: Transform Teaching and Learning: Student achievement, teacher growth, instructional pedagogy

Performance Objective 10: Castleberry Gifted and Talented Services Program will be reviewed using the 2019 Texas State Plan for the Education of Gifted and Talented Students. After review, a report (Castleberry ISD Gifted and Talented Plan for Growth) will be developed communicating the needed areas of growth to meet the standards of accountability.

Targeted or ESF High Priority

Evaluation Data Sources: Texas State Plan for the Education of Gifted/Talented Students, Castleberry ISD Gifted/Talented Program of Services,

Strategy 1 Details	Reviews			
Strategy 1: Develop a committee of individuals to review the Castleberry Gifted/Talented Program Process Handbook for review of state plan and local processes. Strategy's Expected Result/Impact: A strong collaboration among professional educators will provide feedback on the local Gifted and Talented process handbook. Staff Responsible for Monitoring: Executive Director Of Educational Leadership, Advanced Academic Coordinator Title I Schoolwide Elements: 2.4 Problem Statements: Demographics 2 - Student Learning 14	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The committee will write a report that indicates the strengths and areas of needed improvement using the Texas State Plan for Gifted and Talented Education. Strategy's Expected Result/Impact: Design a road map for future improvements in the Gifted and Talented program in the CISD. Staff Responsible for Monitoring: Executive Director of Educational Leadership, Advanced Academic Coordinator	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 2: 6.1% of students in Castleberry ISD receive gifted and talented services versus 8.1% at the state level. Root Cause: Most resources have been allocated towards identifying students who require intervention versus enrichment.
Student Learning
Problem Statement 14: While CISD does have a Gifted and Talented Process Handbook, it has not been updated or compared critically to the 2019 State Plan for Gifted and Talented Education. Root Cause: Rewrites of the Gifted and Talented Process Handbook has not been scheduled to occur on a regular basis nor has an audit to compare the district's plan with the state plan.

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

Performance Objective 1: 100% of Kinder-1st grade teachers, Reading Interventionists, K-2 Special Ed teachers, librarians, and campus administrators will successfully complete the Texas Reading Academies by June 2022.

Strategy 1 Details	Reviews			
Strategy 1: Implement HB 3 Reading Academies to increase teacher's knowledge and understanding of early literacy instruction. Strategy's Expected Result/Impact: Increase in student literacy achievement, increase in teacher knowledge of the Science of Reading, increase in students performing at or above grad level at the end of each school year Staff Responsible for Monitoring: Principals, Early Literacy Coordinator, Early Literacy Coach, Campus Academic Leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with support in implementing new learning from the Reading Academies and collaboration opportunities with colleagues. Strategy's Expected Result/Impact: Teachers will implement learning from the Texas Reading Academies and will be indicated in a newly aligned administrator walkthrough lookfors based on early literacy and the science of reading best practices. Staff Responsible for Monitoring: Reading Coaches, Early Literacy Coordinator, Campus Administrators Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase Kindergarten readiness by implementing the Little Lions Storytime. Families bring their PreKindergarten children to the campus library. Strategy's Expected Result/Impact: Increase in parent understanding of the importance of reading with their child, increase in student early literacy skills Staff Responsible for Monitoring: Librarians Problem Statements: District Processes & Programs 13	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 13: There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years. Root Cause: COVID-19 safety measures restricted in-person participation.

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

Performance Objective 2: The percentage of K-2 grade students that meets or masters grade-level expectations on CLI Engage assessments (TX KEA, TPRI, Tejas Lee) will increase from 63% to 75% by June 2022.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
Strategy 1: Monitor the effects of our structured literacy routines and comprehension lessons through Module Assessments in Kinder and 1st grade, and Unit Assessments in 2nd grade which will provide teachers with specific and timely data to use to plan targeted lessons. Strategy's Expected Result/Impact: Students will learn the skills they need to meet or exceed grade-level reading expectations. Teachers will plan targeted lessons during the small-group instruction. Staff Responsible for Monitoring: CALs, Early Literacy Coordinator Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: CISD librarians will implement Beanstack, a reading incentive program, to track the number of words a student reads or has read to them. Strategy's Expected Result/Impact: Increase vocabulary, familiarity with genres and text structure, and comprehension. Staff Responsible for Monitoring: Campus librarians Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The percentage of 2nd grade students that meets or masters grade-level expectations on EOY Writing Benchmark in English will increase from 13% to 33% and in Spanish from 28% to 50% by June 2023.

Targeted or ESF High Priority

Strategy 1 Details		Reviews			
Strategy 1: Re-align the scope and sequence of our K-2 Writing program. Strategy's Expected Result/Impact: Emphasize the mastery of foundational writing skills, including grammar and conventions, and provide clear expectations for grade-level mastery to students and teachers. Staff Responsible for Monitoring: Early Literacy Coordinator, K-12 Writing Committee		Formative			Summative
		Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 1: Develop a Castleberry ISD Brand Manual by May of 2022 to ensure all communications are presented in a clear and consistent manner that all stakeholders and partners will recognize, respect, and remember.

Targeted or ESF High Priority

Evaluation Data Sources: Completed Brand Manual, graphics, and publications.

Strategy 1 Details	Reviews			
Strategy 1: The Communications Specialist will facilitate the communications committee in determining the standards for typography, color palette, logo versions, and iconography that will be included in the CISD Brand Guidelines reference manual. Strategy's Expected Result/Impact: Publications, graphics, logos, etc. will be consistent across all campuses and departments within Castleberry ISD. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 14	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Communications Specialist will work with departments to align current logos to district brand standards. Strategy's Expected Result/Impact: Logos will have elements of consistency and reflect the CISD brand. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 14	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Communications Specialist will develop templates for employee email signatures, letterheads, business cards, and any other items that will depict the CISD brand. Strategy's Expected Result/Impact: Consistency in design elements, district's brand is maintained and incorporated in all communications, consistent use in the visual elements will result in increased awareness of Castleberry ISD. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 14	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The Communications Specialist will curate information gathered from committee meetings to design and publish the CISD Brand Manual. Strategy's Expected Result/Impact: Completed Brand Manual to be implemented in the 2022-2023 school year. Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 14, 15	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement clear and operable written internal and external communications practices. Strategy's Expected Result/Impact: Procedures are clearly outlined in the Castleberry ISD Brand Manual allowing for staff members to follow the guidelines for all methods of communication. Staff Responsible for Monitoring: Director of Human Resources, Communications Specialist Problem Statements: District Processes & Programs 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Train all staff on ethical standards such as those outlined in local policies regarding social media posting practices identified in DH(local). Strategy's Expected Result/Impact: Procedures are clearly outlined in the Castleberry ISD Brand Manual allowing for staff members to follow the local policies Staff Responsible for Monitoring: Communications Specialist	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 14: Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level. Root Cause: Staff members are not aware of established colors, standards, and approved logos to use in publications.
Problem Statement 15: Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district. Root Cause: New staff are trained during initial employee orientation, but are not reinforced.

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 2: Increase Castleberry ISD brand awareness by increasing participation in all district-level social media accounts by 12% from the previous school year.

Targeted or ESF High Priority

Evaluation Data Sources: Followers on Facebook, Twitter and Instagram.

Strategy 1 Details	Reviews			
Strategy 1: Survey followers on each social media platform twice during the year to ensure information shared on each platform is relevant to followers. Staff Responsible for Monitoring: Communications Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Engage stakeholders in meaningful interactions that increase awareness and opportunities for participation. Strategy's Expected Result/Impact: Increased participation and recruitment of staff Staff Responsible for Monitoring: Communications Specialist Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Communications and Human Resources will partner to ensure effective marketing of the district through advertising district strengths to recruit innovative staff. Strategy's Expected Result/Impact: All personnel vacancies filled Staff Responsible for Monitoring: Director of Human Resources, Communications Specialist Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Increase public perception and awareness of Castleberry ISD by showcasing district programs and student engagement in their learning. Strategy's Expected Result/Impact: Increased enrollment to the district Staff Responsible for Monitoring: Communications Director Problem Statements: District Processes & Programs 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Limit brand confusion by ensuring all official district social media accounts are verified. Strategy's Expected Result/Impact: Stakeholders will know which accounts are official and credible by the addition of a blue verification checkmark on district maintained profiles. Staff Responsible for Monitoring: Communications Specialist	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 4: We began the 2021-2022 school year with 9 professional vacancies on the campuses including (2) nurses, (2) librarians, (5 teachers). Root Cause: COVID-19 presented challenges to participate and hold face-to-face Job Fairs and recruit. There is a need to start recruiting fairs in the fall and early spring, not just in April and May in order to increase the hiring pool early on. Problem Statement 13: There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years. Root Cause: COVID-19 safety measures restricted in-person participation.

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 3: All graphics, scripts, and translations for district-wide events will be created at the district level in English and Spanish and made available 2 days prior to the promotion window.

Targeted or ESF High Priority

Strategy 1 Details	Reviews			
Strategy 1: The Communications Specialist will work with campus and department communication teams to ensure coordination and dissemination of information to parents, staff, and community members for district-wide events in a timely manner. Strategy's Expected Result/Impact: Consistent message delivered to all stakeholders Staff Responsible for Monitoring: Communications Specialist, Campus Administration, Acting Superintendent Problem Statements: District Processes & Programs 13 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To ensure consistency in messages, all promotional materials will be shared via a central location, which all district employees will have access. Strategy's Expected Result/Impact: Consistent message delivered to all stakeholders Staff Responsible for Monitoring: Communication Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Communications Specialist will create and distribute accurate and timely information for district-wide events to be shared with parents, staff, and community members. Strategy's Expected Result/Impact: Consistent message delivered to all stakeholders Staff Responsible for Monitoring: Communication Specialist, Campus Administration, Cabinet Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 13: There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years. Root Cause: COVID-19 safety measures restricted in-person participation.
Perceptions
Problem Statement 1: Climate surveys are only conducted at the end of the year and are not perceived as being anonymous. The surveys are only completed by employees of the district. Root Cause: The survey is conducted through Eduphoria leading employees to think the responses they share are linked to their logon. In addition, the end of year survey has been utilized to document administrator performance versus utilizing the data as feedback for improving district and school perceptions and climate.

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 4: Increase Prekindergarten and Kindergarten enrollment through effective communication with the community.

Targeted or ESF High Priority

Evaluation Data Sources: Prekindergarten Enrollment Numbers via Skyward

Strategy 1 Details	Reviews			
Strategy 1: Brand Early Literacy as "Little Lions Read" and "Leoncitos leen" Strategy's Expected Result/Impact: Increased enrollment in PreK and Kinder. Helps tell the story of CISD to the community and why their children would benefit by enrolling. Staff Responsible for Monitoring: Communications Director, Acting Superintendent, Executive Director, Early Literacy Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a Prospective Parent Meeting aimed at enrolling new Kindergarten families. Strategy's Expected Result/Impact: Increased enrollment in kindergarten. Staff Responsible for Monitoring: Communications Director, Acting Superintendent, Executive Director, Early Literacy Coordinator	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Facilitate Engagement through Effective Communication

Performance Objective 5: Increase attendance through effective communication.

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

Strategy 1 Details	Reviews			
Strategy 1: Add one Attendance Officer at the elementary and one Attendance Officer at the secondary level to increase communication regarding attendance with parents. Strategy's Expected Result/Impact: Increased attendance rate, fewer students who need Truancy Prevention Measures, stronger relationships with families, parents who are educated on the importance of daily attendance Staff Responsible for Monitoring: Coordinator of Research, Evaluation and Accountability Title I Schoolwide Elements: 3.2 Problem Statements: District Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Attendance Officers will contact parents of students who have not registered and provide support with registering. Strategy's Expected Result/Impact: More students will be registered prior to the first day of school Staff Responsible for Monitoring: Attendance Officers, Coordinator of Research, Evaluation and Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Attendance Officers will educate parents and build relationships by explaining the importance of daily attendance through home visits and phone calls. Strategy's Expected Result/Impact: Increased attendance, stronger relationships between home and school Staff Responsible for Monitoring: Coordinator of Research, Evaluation and Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Attendance Officers will communicate with relevant staff regarding the root cause for student absences to provide resources families may need. Strategy's Expected Result/Impact: Increased attendance, families needs being met, increased communication between home and school, stronger relationships between home and school Staff Responsible for Monitoring: Coordinator of Research, Evaluation and Accountability	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

District Processes & Programs
Problem Statement 3: Student attendance has dropped below the 95% budget threshold. Root Cause: Various COVID-19 variants continue to spread throughout the world and parents are reluctant to send students back to school in person.

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

Performance Objective 1: Allocate funds and resources to operate and renovate existing and future facilities that will provide quality learning spaces for all CISD students within the next five years.

Evaluation Data Sources: Bond Planning Timeline, Replacement Plan Implementation, and Student Performance

Strategy 1 Details	Reviews			
Strategy 1: Investigate and explore funding resources (grants, E-rate, and state programs) for safety and security educational programs and for future growth. Strategy's Expected Result/Impact: Balanced budget, Title funding, NOGA, renovated facilities, existing facilities operate at optimal level Staff Responsible for Monitoring: Financial Services and Cabinet Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Develop partnerships with non-profit organizations and private businesses. Strategy's Expected Result/Impact: Balanced budget, Title funding, NOGA, renovated facilities, existing facilities operate at optimal level Staff Responsible for Monitoring: Financial Services, Human Resources	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement, adhere, and monitor progress on Strategic Plan, Capital Improvements Projects Lists, and Long Range Replacement Plan (Purchases/ Frequency). Strategy's Expected Result/Impact: Updated facilities, new facilities, learning spaces for all students Staff Responsible for Monitoring: Financial Services, Operations Services, and Cabinet Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Design and create active flexible learning spaces which will also include extracurricular facilities and venues to support teaching, learning, and student engagement within the next five years.

Evaluation Data Sources: Project Completion School Board Reports and Student Performance

Strategy 1 Details	Reviews			
Strategy 1: Maximize district facilities by continuing programing (in coordination with WRA Architects), practices, and energy savings procedures Strategy's Expected Result/Impact: Lower energy expenses and effective operation of facilities Staff Responsible for Monitoring: Student Services and Operations Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Acquire student, staff, parent/community (steering committees) feedback, relevant district data, and current instructional trends to assist in the design of appropriate learning spaces. Strategy's Expected Result/Impact: Collection of survey data, instructional practices, facility needs Staff Responsible for Monitoring: Human Resources, Student Services and Operations, Teaching, Learning, and Innovation Leaders, Superintendent Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Castleberry ISD will continue to investigate options to provide virtual learning and remote conferencing opportunities for students, contingent upon the approval of state funding to implement virtual learning environments. Strategy's Expected Result/Impact: Find a solution for providing students the opportunity to attend school virtually. Staff Responsible for Monitoring: Teaching, Learning, and Innovation Teams, Technology Operations Problem Statements: District Processes & Programs 10	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 10: Results of the Castleberry Parent Input for In-Person or Remote Learning Survey revealed that 20% of parents were interested in their children attending school virtually for the upcoming school year. Root Cause: State funding was eliminated for virtual learning leaving Castleberry ISD without an option to provide this learning environment for students.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Castleberry ISD will continue to review, monitor, and revise the CISD Energy Management Plan. Strategy's Expected Result/Impact: Efficient Energy Bills, Facilities, and Operations Staff Responsible for Monitoring: Students Services and Operations Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Castleberry ISD will continue to provide state of the art technology throughout the district, including free and filtered WiFi in student homes. Strategy's Expected Result/Impact: Staff and student technology devices are included in the 5 year replacement plan. All students can connect to the Internet at home to continue their learning. Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, and Operations Problem Statements: District Processes & Programs 7 Funding Sources: - 199 - General Fund - \$285,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Castleberry ISD will continue to review, monitor, and revise the Long Range Replacement Plan (Purchases/Frequency). Staff Responsible for Monitoring: Students Services and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Castleberry ISD will continue to review, monitor, and revise the Capital Improvement Projects List. Staff Responsible for Monitoring: Student Services and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Castleberry ISD will continue to review, monitor, and revise the Construction Budget. Staff Responsible for Monitoring: Student Services and Operations	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 7: Results of the Modern Learning BrightBytes Survey indicated that 3% of 3rd through 12th grade students do not have WiFi connectivity at home. Root Cause: The district is currently 85% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

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

Performance Objective 4: Promote and maintain a safe and healthy environment that fosters security and wellness at school and district events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
Strategy 1: Continue to be active and visible on district campuses and facilities through various usage of safety and security (CISD Police Department) personnel. Strategy's Expected Result/Impact: Positive feedback from students, parents, community, and district surveys Staff Responsible for Monitoring: Cabinet Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review, monitor, and revise the Standard Response Protocol and Emergency Procedures Handbook. Add parental notification procedures related to suicide prevention, self-harm and other maltreatment of children. Strategy's Expected Result/Impact: Completion of campus safety drills, management guide, procedures handbook, and timely campus safety reports Staff Responsible for Monitoring: Student Services and Operations, Campus Administrators and Campus Counselors. Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Schedule, implement, review and evaluate all campus drills and safety equipment. Strategy's Expected Result/Impact: Completion of campus safety drills, management guide, procedures handbook, and timely campus safety reports Staff Responsible for Monitoring: Student Services and Operations Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings. Strategy's Expected Result/Impact: Annual attendance goals met Staff Responsible for Monitoring: Student Services and Operations, School Counselors, Principals, Special Education Department, Cabinet Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Provide accelerated instructional opportunities such as summer school and credit recovery programs. Strategy's Expected Result/Impact: Increase in credits recovered, so students graduate within their graduation cohort Staff Responsible for Monitoring: Executive Directors, Cabinet Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Continue to offer more made-from-scratch recipes to students and staff while providing nutrition education about their daily food choices to encourage a healthy lifestyle. Strategy's Expected Result/Impact: Increase in the amount of healthy meals served Staff Responsible for Monitoring: Child Nutrition Director and District Chef Title I Schoolwide Elements: 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms. Strategy's Expected Result/Impact: Lower number of student discipline referrals Staff Responsible for Monitoring: Executive Directors, Campus Principals, Campus Assistant Principals, and Counselors Title I Schoolwide Elements: 2.6 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, Lion's Quest character development program, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services. Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior Staff Responsible for Monitoring: Executive Directors of Elementary & Secondary Education, Director of Special Education, TLI Staff, Campus Principals, Administrators, District Social Workers, and Counselors Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: The Teaching, Learning, and Innovation Team will work with teachers during professional learning, PLCs, and planning time to provide strategies for creating clear student expectations in the learning environment that promotes respectful and responsible interactions. Strategy's Expected Result/Impact: Teachers promote positive digital citizenship skills each time students participate or collaborate online. Staff Responsible for Monitoring: Teaching, Learning, and Innovation Teams, Counselors, Campus Administrators Problem Statements: District Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, police officers, and administrators). Staff Responsible for Monitoring: Student Services and Operations, Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Establish, implement, and monitor a Safe & Secure Committee that conducts threat assessments by assessing & reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior to determine the level of risk and appropriate intervention. Staff Responsible for Monitoring: Student Services and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Review, monitor, and revise the COVID-19 Guidelines. Staff Responsible for Monitoring: Student Services and Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Adhere, monitor, and revise protocols for bag checks (search) for extracurricular activities (UIL Athletics). Staff Responsible for Monitoring: Student Services and Operations	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

District Processes & Programs

Problem Statement 6: Results of the Modern Learning BrightBytes Survey showed 32% of students indicated that topics such as acting respectfully online were not taught at least weekly. **Root Cause:** Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

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

Performance Objective 5: Increase and optimize retention efforts to increase teacher retention rate by 10% points (from 78% to 88%) as well as recruitment efforts by adjusting salaries to remain in the top 5% in our region.

Evaluation Data Sources: TASB Salary Survey
Comparison salaries for Teachers, Nurses, Librarians
Retention Analysis

Strategy 1 Details	Reviews			
Strategy 1: Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention by at least 10 percent. Strategy's Expected Result/Impact: Teacher retention, alignment to TASB salary study, higher salaries in region, professional learning plans Staff Responsible for Monitoring: Human Resources, Financial Services, Superintendent Problem Statements: District Processes & Programs 4 - Perceptions 2 Funding Sources: - 199 - General Fund, - 211 - Title I, Part A, - 263 - Title III, LEP, - 255 - Title II, Part A TPTR	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide staff that can assist with creative scheduling that improves teacher and student performance by providing response to intervention and classroom and program assistance. Strategy's Expected Result/Impact: Increased student performance on assessments, highly qualified staff Staff Responsible for Monitoring: Human Resources, Financial Services, Teaching, Learning, and Innovation Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

District Processes & Programs
Problem Statement 4: We began the 2021-2022 school year with 9 professional vacancies on the campuses including (2) nurses, (2) librarians, (5) teachers). Root Cause: COVID-19 presented challenges to participate and hold face-to-face Job Fairs and recruit. There is a need to start recruiting fairs in the fall and early spring, not just in April and May in order to increase the hiring pool early on.
Perceptions
Problem Statement 2: The 2020-2021 Exit Survey reflected a high percentage (50%) of staff resigning from CISD within the first 3 years of employment. Due to this rate of turnover in the first three years, there is a need to ensure that all new staff are trained regarding district processes before their first report date. Root Cause: There is not comprehensive professional learning plan that incorporates mentoring teachers new to the profession.

Goal 5: Increase Participation in Parent and Family Engagement Activities

Performance Objective 1: Increase parent and family engagement by providing a variety of opportunities to attract multiple audiences.

Targeted or ESF High Priority

Evaluation Data Sources: Flyers/Advertisements of Events

Attendance sign-in sheets

Surveys - Feedback from parents

Parents Enrolled and Graduated - Parent University

Documentation in District tracking system

Strategy 1 Details	Reviews			
Strategy 1: Develop and administer a district Parent and Family Engagement Survey once per year to collect data for improvement of engagement opportunities. Strategy's Expected Result/Impact: the receipt of data that can be used to refine parent and family engagement opportunities, increased parent and family engagement, an increased variety of engagement opportunities for parents Staff Responsible for Monitoring: Coordinator of Research, Evaluation and Accountability Problem Statements: District Processes & Programs 12, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide non traditional avenues for parents and families to engage in campus and district activities. Strategy's Expected Result/Impact: engagement of parents who have traditionally been unable to participate due to work or other obligations, increased parent engagement Staff Responsible for Monitoring: Campus Principals, Coordinator of Research, Evaluation, and Accountability Problem Statements: District Processes & Programs 11, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: District and campuses will plan activities increasing parent involvement while complying with ESSA Title I, Part A Requirements. Strategy's Expected Result/Impact: Increased parent and family involvement, increased student performance, decreased truancy Staff Responsible for Monitoring: Coordinator of Research, Evaluation, and Accountability Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: District Processes & Programs 13 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop a tracking system to refine the process for measuring parent and family engagement. Strategy's Expected Result/Impact: clear data points to indicate preferred parent and family engagement activities, clear data to determine if all parent and family audiences have opportunities to engage Staff Responsible for Monitoring: Coordinator of Research, Evaluation and Accountability Problem Statements: District Processes & Programs 12, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Implement district-wide reading challenges through Beanstack, a digital tracker for independent reading. Strategy's Expected Result/Impact: Students and families will read together at home; students are awarded badges at certain levels of achievement of reading minutes Staff Responsible for Monitoring: Librarians Problem Statements: District Processes & Programs 11, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Parent University will hold 13-week class sessions with a participant graduation each semester. Strategy's Expected Result/Impact: Student academic growth, increased attendance, decreased discipline problems Staff Responsible for Monitoring: Coordinator of Research, Evaluation, and Accountability Title I Schoolwide Elements: 3.2 Problem Statements: District Processes & Programs 13 Funding Sources: - 211 - Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 11: There has been significant learning loss due to COVID-19. Root Cause: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and needing programming to support parents as Student's First Teacher.
Problem Statement 12: There has not been an efficient system for tracking parent and family engagement. Root Cause: It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.
Problem Statement 13: There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years. Root Cause: COVID-19 safety measures restricted in-person participation.

Goal 5: Increase Participation in Parent and Family Engagement Activities

Performance Objective 2: Encourage parent involvement by offering programs and training opportunities specific to topics that will help parents support their students academically.

Evaluation Data Sources: Flyers/Advertisements of Events

Attendance sign-in sheets

Surveys - Feedback from parents

Strategy 1 Details	Reviews			
Strategy 1: Participate in the CLI Engage instructional research study to promote Parents as their Child's First Teacher. Strategy's Expected Result/Impact: Increased level of parent involvement in their child's learning, improvement in early literacy and early numeracy skills Staff Responsible for Monitoring: Early Literacy Coordinator Problem Statements: District Processes & Programs 11, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Support Parents as their Child's First Teacher by offer training, resources, and materials for parents of incoming prekindergarten students. Strategy's Expected Result/Impact: Stronger academic transition from prekindergarten to elementary school, increase parent understanding of supporting student with at-home learning Staff Responsible for Monitoring: Early Literacy Coordinator, Pre-K Teachers, Principals Problem Statements: District Processes & Programs 11, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide information to parents regarding requirements of state assessments and how to support student learning at home. Strategy's Expected Result/Impact: Increase parent knowledge of state assessments, increase parent understanding of supporting student with at-home learning, increase student state assessment scores. Staff Responsible for Monitoring: Campus parent and family engagement coordinator, Campus Principal, Coordinator of Research, Evaluation, and Accountability Problem Statements: District Processes & Programs 11	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: CISD will hold three 10-week Bilingual Stories class sessions with parents. Parents will learn literacy strategies and language (English & Spanish). Strategy's Expected Result/Impact: Student academic growth, increased attendance, decreased discipline problems Staff Responsible for Monitoring: Bil/ESL Coordinator, Bil/ESL Coach Title I Schoolwide Elements: 2.5, 3.2 Funding Sources: - 263 - Title III, LEP	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: District CCMR staff will engage parents, students and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; to include Chart Your Course, Financial Aid workshops, Fish Camp, and Senior Summit. Strategy's Expected Result/Impact: Students and parents will have additional information to make informed choices and selections related to their academic plans during their time in CISD, which will increase their post-secondary opportunities and future successes Staff Responsible for Monitoring: Director of College, Career & Guidance Services, CTE/CCR Counselor, Director of Fine Arts/UII Academics, TLI staff, Campus Principals, Administrators, CALS, Campus Counselors, Coordinator of Research, Evaluation, and Accountability Problem Statements: District Processes & Programs 13 Funding Sources: - 199 - General Fund: High School Allotment, - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement Little Lions, a storytime held on campus, for pre-preK students and families. During this time, a social worker will be present to distribute resources. Home activities will be shared that will promote literacy development to support Parents as their Child's First Teacher. Families will be able to check out books. Strategy's Expected Result/Impact: Families will spend time on the elementary campus increasing their familiarity with school culture. Young children will develop early literacy skills Staff Responsible for Monitoring: Librarians Title I Schoolwide Elements: 2.5, 2.6, 3.2 Problem Statements: District Processes & Programs 11, 13	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 11: There has been significant learning loss due to COVID-19. Root Cause: Absences due to students being quarantined or testing positive for COVID-19, lack of participation in remote learning, and needing programming to support parents as Student's First Teacher.
Problem Statement 13: There were limited opportunities for parents and families to engage in campus and district opportunities during the 2019-2020 and 2020-2021 school years. Root Cause: COVID-19 safety measures restricted in-person participation.

Goal 6: HB3 Board Goals: Increase Performance in Early Childhood and CCMR

Performance Objective 1: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase the percent of PreK students that score on grade level or above in Reading from 53% to 75% by June 2024. Strategy's Expected Result/Impact: There will be an increase of students entering kindergarten on or above level. Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Teaching, Learning, Innovation Team Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the percent of K students that score on grade level or above in Reading from 58% to 75% by June 2024. Strategy's Expected Result/Impact: There will be an increase of students entering first grade on or above level. Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Coordinators, Executive Director, Coaches Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the percent of students that score on grade level or above in Reading from 54% to 76% in 1st Grade and from 67% to 79% in 2nd Grade by June 2024. Strategy's Expected Result/Impact: There will be an increase of students entering 2nd and 3rd grades on or above level. Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Coordinators, Executive Director, Coaches Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: English Language Arts/Reading STAAR decreased 7% in Approaches, 3% in Meets, and 4% in Masters. **Root Cause:** Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content.

Problem Statement 6: Only 34% of all students are achieving Meets and Masters in ELA/Reading thus missing the target of 44% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Problem Statement 7: Only 41% of White students are achieving Meets and Masters in ELA/Reading thus missing the target of 60% in Domain 3. **Root Cause:** Teachers need more professional learning, coaching, and application skills on teaching to the rigor of essential standards along with identifying and scaffolding the learning targets.

Goal 6: HB3 Board Goals: Increase Performance in Early Childhood and CCMR

Performance Objective 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 35% to 47% by June 2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Increase the percent of PreK students that score on grade level or above in math from 85% to 93% by June 2024. Strategy's Expected Result/Impact: There will be an increase of students entering kindergarten on or above level. Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Coordinators, Executive Director, Coaches Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 2, 10	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the percent of K students that score on level or above in math from 84% to 92% by June 2024. Strategy's Expected Result/Impact: There will be an increase of students entering first grade on or above level. Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Coordinators, Executive Director, Coaches Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 2, 10	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the percent of students that score on level or above in math from 81% to 89% in 1st Grade and from 65% to 77% in 2nd Grade by June 2024. Strategy's Expected Result/Impact: There will be an increase of students entering first grade on or above level. Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Coordinators, Executive Director, Coaches Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 2, 10	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Math STAAR decreased 24% in Approaches, 17% in Meets, and 9% in Masters. Root Cause: Inconsistencies in student engagement and attendance during the pandemic were not conducive to teaching all essential standards and accurately assessing student knowledge of content. Problem Statement 10: 51.31% of students did not meet the Approaches grade level score on the 2021 Math Spring STAAR Tests. Root Cause: CISD does not have a comprehensive K-12 Numeracy Plan adopted by the Castleberry Board of Education which aligns curriculum and student outcome expectations for each grade level.

Goal 6: HB3 Board Goals: Increase Performance in Early Childhood and CCMR

Performance Objective 3: The overall percentage of annual graduates that meet the criteria for CCMR will increase from 53% to 80% by August 2024.

Evaluation Data Sources: TSI Criteria, Dual Credit Completion, AP Criteria, Associates Degree, On Ramps Course Credits, Industry-Based Certification and graduates with a completed IEP and Workforce Readiness, US Armed Forces Enlistment, Advanced Degree Plans identified as SPED, and students with Level I and II certificate

Strategy 1 Details	Reviews			
Strategy 1: The percent of college ready annual graduates will increase from 28% to 44% by August 2024. Strategy's Expected Result/Impact: Increases in students meeting TSI Criteria, Dual Credit Completion, AP Criteria, Associates Degree, On Ramps Course Credits Staff Responsible for Monitoring: Acting Superintendent Executive Director of Leadership Advanced Academics Coordinator CTE Coordinator District College Advisor Campus Counselors Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The percent of career ready annual graduates will increase from 38% to 50% by August 2024 Strategy's Expected Result/Impact: There will be an increase in students finishing a coherent sequence of courses. There will be an increase in students taking level 3 and level 4 courses. Staff Responsible for Monitoring: CTE Coordinator Campus Counselors Campus Principal Campus Academic Leader	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The percent of students that meet the completer status for a coherent sequence of coursework aligned with State adopted CTE pathways will increase from 45% to 60% by August 2024. Strategy's Expected Result/Impact: Increased post-secondary work force ready students. Advanced Degree Plans identified as SPED, and students with Industry Based Certification and or Level I or II certificates. Staff Responsible for Monitoring: Acting Superintendent Executive Director of Leadership Advanced Academics Coordinator CTE Coordinator District College Advisor Campus Counselors Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	The Teaching, Learning, and Innovation Team will work with campuses during PLC's to support instructional practices targeted to improve student learning.
1	1	4	The Teaching, Learning, and Innovation Team will provide on-going professional learning and resources to support K-12 core content teachers' increasing use of content area writing tools and strategies that will deepen students' understanding of the content, enhance critical thinking skills, and grow students' overall literacy development.
1	1	5	English Language Arts Coordinators (ELA) and ELA Coaches will provide professional learning and resources on current, evidence-based practices in writing instruction that will support teacher's planning, instructional delivery, and implementation of TEKS Strand 6 Composition--the Writing Process and Writing Genres.
1	1	7	Science Coordinators will support the implementation and utilization of a district-wide method for analyzing and interpreting science problems (RUBIES).
1	1	8	The district will provide TEKS-aligned online resources, materials, and professional learning for hands-on math and science labs.
1	1	9	The Teaching, Learning, and Innovation Team will provide resources, guidance, and professional learning using academic vocabulary as an acceleration strategy in the classroom.
1	1	10	The district will increase student engagement by providing support and professional learning on the use of high-yield instructional strategies within tier one instruction to accelerate learning.
1	1	11	The district will provide on-going professional learning for teachers and administrators on how to use assessment data to drive instruction in small groups as well as tiered groups for instruction.
1	1	13	The district will create and implement supplemental aids for use in classrooms and on STAAR.
1	1	16	Social Studies Coordinator will support teachers create and monitor formative assessments to ensure students are able to transfer content from classroom activities to STAAR formatted questions.
1	2	9	The district will track and increase student enrollment in levels 3 and 4 pathway classes to ensure students complete a CTE pathway and are career ready.
1	4	1	The Teaching, Learning, and Innovation Team will support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.
1	4	2	The district will support reading achievement with the purchase of additional resources that may be utilized at school and home.
1	5	1	Each six weeks, campuses will present data collected during progress monitoring and revise targeted action plans including RTI plans based on data from unit assessments, campus-based assessments, and district benchmarks.
1	5	2	The Teaching, Learning, and Innovation Team will provide on-going professional learning for teachers and administrators on how to use STAAR benchmark and unit assessment data to drive instruction and tiered intervention.
1	5	3	The district will review and revise the data walks format with acceleration strategy lookfors to include specific feedback to teachers creating a culture of continuous improvement.

Goal	Objective	Strategy	Description
1	5	4	The district will implement a Multi-Tiered System of Support (MTSS) for all struggling students as determined by formative and summative assessments regularly.
1	5	5	Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.
1	5	6	Special Education teachers will align and progress monitor on targeted SPED goals in STAAR areas.
1	8	2	The district will monitor the School Quality Status (CCMR Target) for each of the following sub populations: All students (43%), Hispanic students (81%), white students (14%), economically disadvantaged students (85%), current special education (12%). Counselors will meet with students who are not on target to meet their CCMR goal to revise the student's graduation plan. A CTE representative will attend all 8th grade transition ARDs as well as students in grades 9-12.
1	9	1	Ongoing professional learning and coaching will be provided to special education teachers.
1	9	2	The district will ensure the effective use of appropriate accommodations such as supplemental aids in all STAAR areas.
2	1	2	Provide teachers with support in implementing new learning from the Reading Academies and collaboration opportunities with colleagues.
4	4	7	Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.
4	4	8	Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, Lion's Quest character development program, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2		ESSR	\$23,760.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	7			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	6	1			\$0.00
1	7	1			\$0.00
1	8	3			\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	3	1			\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	2			\$285,000.00
4	4	1			\$0.00
4	4	2			\$0.00
4	4	3			\$0.00
4	4	4			\$0.00
4	4	5			\$20,000.00
4	4	6			\$0.00
4	5	1			\$0.00
4	5	2			\$0.00
5	2	5			\$0.00
Sub-Total					\$328,760.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	5			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	9			\$0.00
1	1	11	Training, Intervention Materials		\$10,000.00
1	4	2			\$0.00
1	4	3			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
4	1	1			\$0.00
4	5	1			\$0.00
5	1	3			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	6			\$0.00
Sub-Total					\$10,000.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$0.00
Sub-Total					\$0.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	8	1			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
4	5	1			\$0.00
Sub-Total					\$0.00
261 - Title III-A, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	6			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2			\$0.00
4	5	1			\$0.00
5	2	4			\$0.00
Sub-Total					\$0.00
199 - General Fund: Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00

199 - General Fund: Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
Sub-Total					\$0.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A - IR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
1	2	6			\$0.00
Sub-Total					\$0.00
Grand Total					\$338,760.00

Addendums

Accountability Update 2021

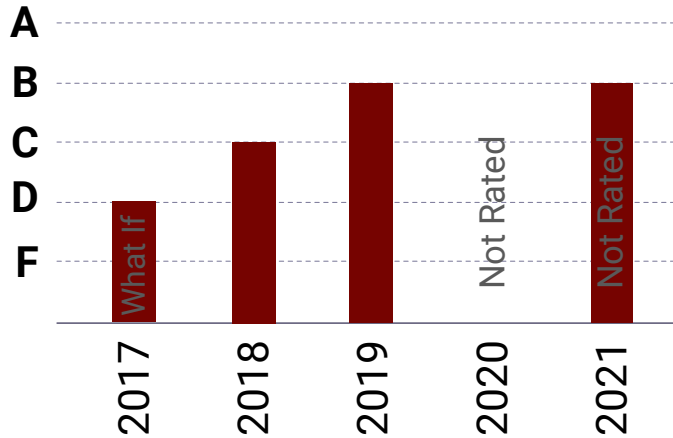
By Laura Little & Dr. June Ritchlin



Castleberry ISD District Accountability

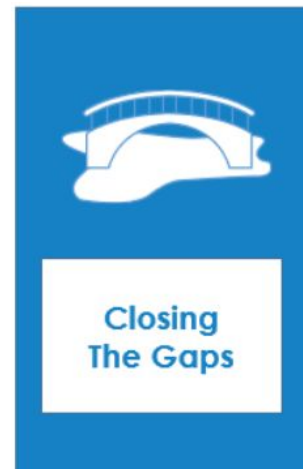
The Road to Ratings 🔥

CISD Ratings by Year

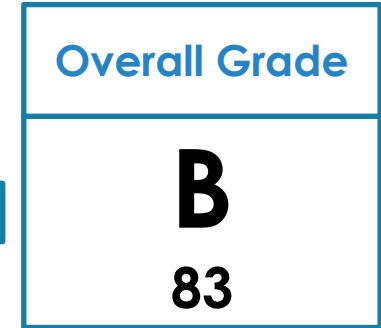


2019 District Accountability

Let's Review



=



Best of Achievement OR Progress
70%

30%

2021 District Accountability

Let's Review

- All campuses and districts received a label of *Not Rated: Declared State of Disaster*
- Academic Growth was not calculated
- Distinction Designations were not awarded





WHAT IF

the district had been rated...

Hypothetical 2021 District Accountability



2021 District Accountability Ratings



Student
Achievement

C
74

Best of Achievement OR Progress
70%



School
Progress

B
83



Closing
The Gaps

C
78

=

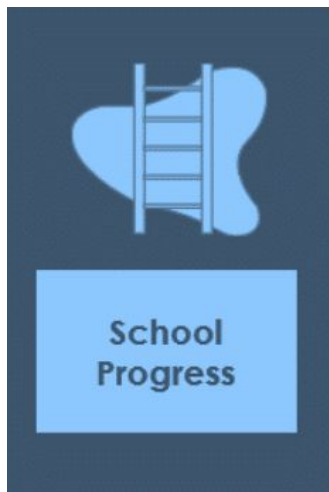
Overall Grade

B
82

30%

2021 Accountability System

Student Achievement



Domain I

Student Achievement

Domain II

School Progress

Domain III

Closing the Gaps

2021 Accountability System

Student Achievement

What data is used to calculate accountability?

State Assessments add gain/losses

- STAAR
- STAAR Alternate 2

Graduation Data

- Students in a cohort class reported as “Graduated”

College, Career, and Military Readiness

- College Ready
- Career Ready
- Military Ready

C
74

Domain I

Student Achievement

Domain II

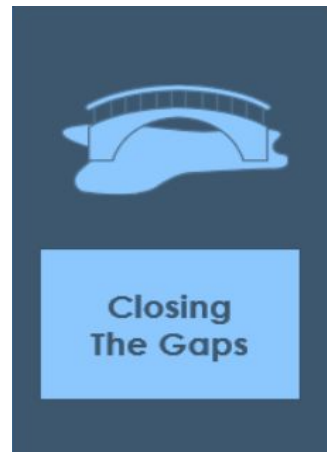
School Progress

Domain III

Closing the Gaps

2021 Accountability System

School Progress



Domain I
Student Achievement

Domain II
School Progress

Domain III
Closing the Gaps

2021 Accountability System

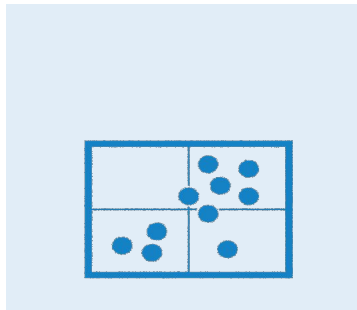
School Progress

Part A: Academic Growth



Not calculated for 2021
Accountability

Part B: Relative Performance



Calculates the average of Student
Performance and CCMR, then compares
districts or campuses with similar
percentages of economically disadvantaged
students

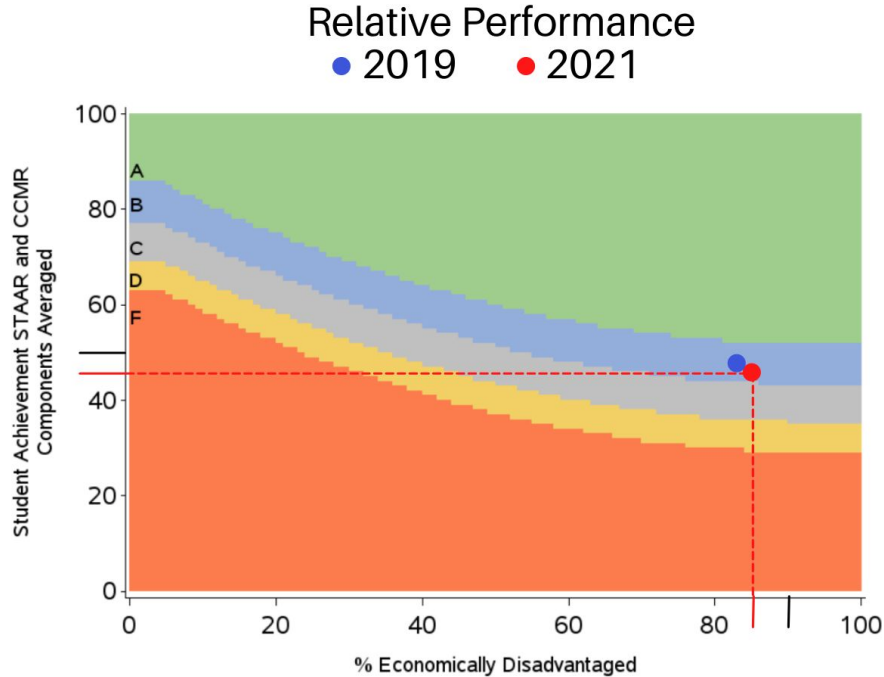
Domain I
Student Achievement

Domain II
School Progress

Domain III
Closing the Gaps

2021 Accountability System

Relative Performance



Domain I
Student Achievement

B

83

Domain II
School Progress

Domain III
Closing the Gaps

2021 Accountability System

Closing the Gaps



Student
Achievement



School
Progress



Closing
The Gaps

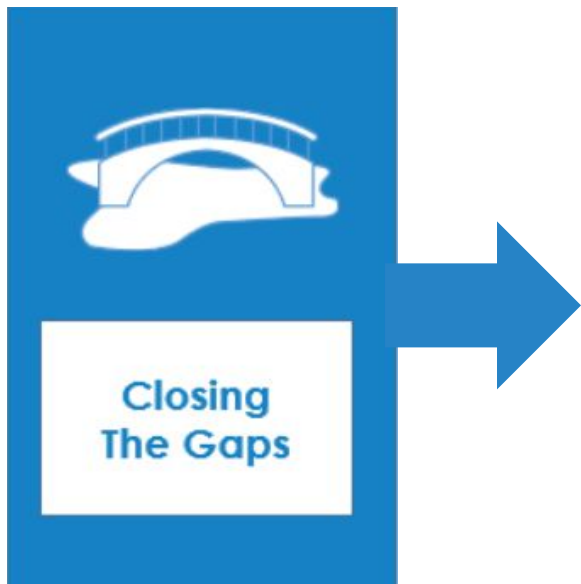
Domain I
Student Achievement

Domain II
School Progress

Domain III
Closing the Gaps

2021 Accountability System

Closing the Gaps



Domain I
Student Achievement

Domain II
School Progress

Domain III
Closing the Gaps

2021 Accountability System

Closing the Gaps

- All students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-continuously Enrolled

Domain I
Student Achievement

Domain II
School Progress

C
78

Domain III
Closing the Gaps



2021 Accountability System

Closing the Gaps

Academic Achievement

- Percentage of tests in reading and math at Meets Grade Level or Above
- *Met 3 of 19 targets*

Graduation Rate

- 4-year graduation rate for the cohort class of 2019-2020
- *Met 4 of 4 targets*

English Language Proficiency

- Percentage of ELs making progress toward achieving English language proficiency using TELPAS or TELPAS Alt (20-21 to 19-20)
- *Met 1 of 1 target*

CCMR

- Same CCMR calculation as used in Domain I
- *Met 7 of 7 targets*

Domain I
Student Achievement

Domain II
School Progress

Domain III
Closing the Gaps

C
78

HB 3 Board Goals Update

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.

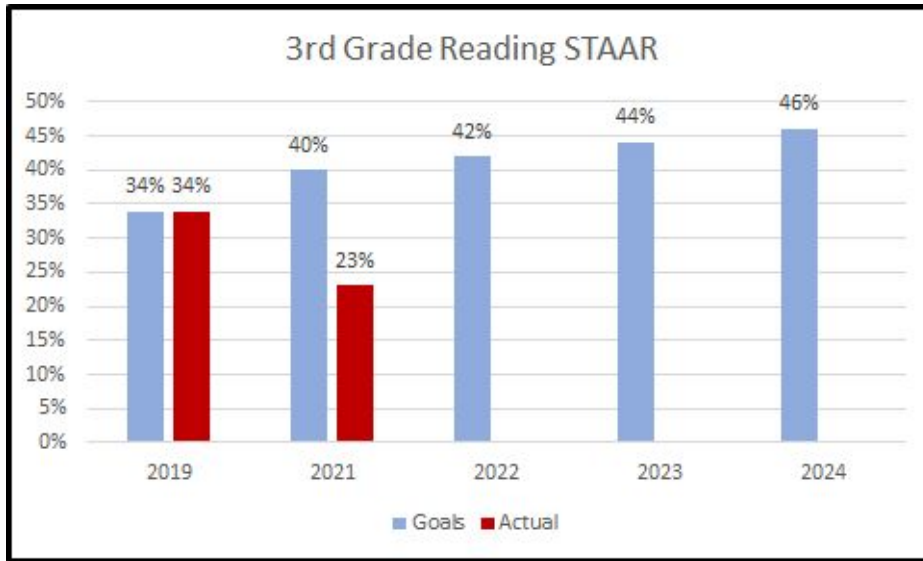
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 47% by June 2024.

The percentage of annual graduates that meet the criteria for CCMR School Quality Status under Domain 3 will increase from 53% to 65% by August 2024.



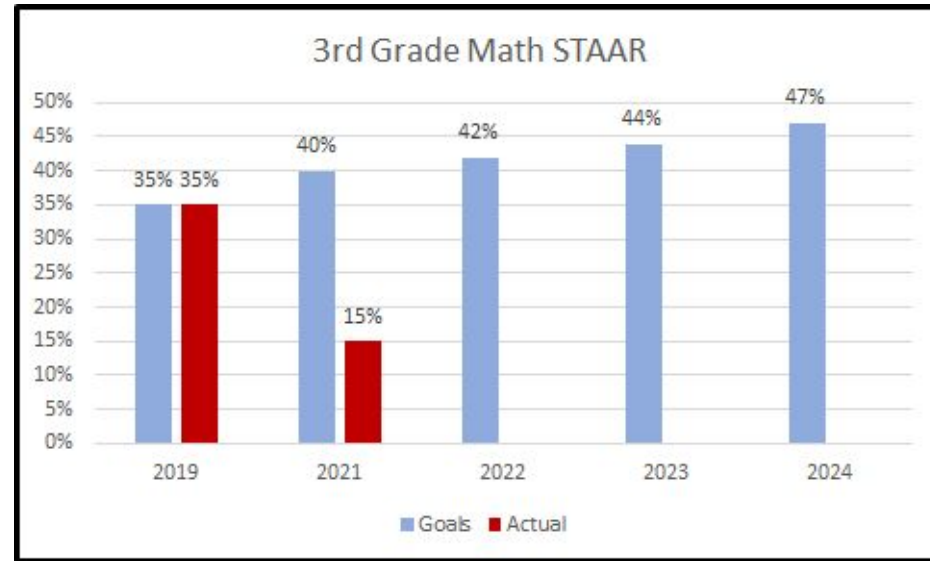
HB 3 Goals Update

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 46% by June 2024.



Learning Loss: CISD- 11% State- 7%

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 47% by June 2024.



Learning Loss: CISD- 20% State- 17%

Campus Comparison Groups

AVC:

- 3rd Reading Spanish 10th out of 40
- 3rd Math 7th out of 40
- 4th Reading Spanish 6th out of 40
- 4th Writing Spanish 9th out of 40
- 5th Math 8th out of 40

CE:

- 3rd Reading Spanish 5th out of 40
- 3rd Math 10th out of 40
- 5th Reading Spanish 5th out of 40

JJE:

- 4th Reading Spanish 7th out of 40
- 5th Reading Spanish 3rd out of 40

IMMS

- 7th Reading 9th out of 40
- 7th Math 10th out of 40
- 8th Reading 5th out of 40

CHS

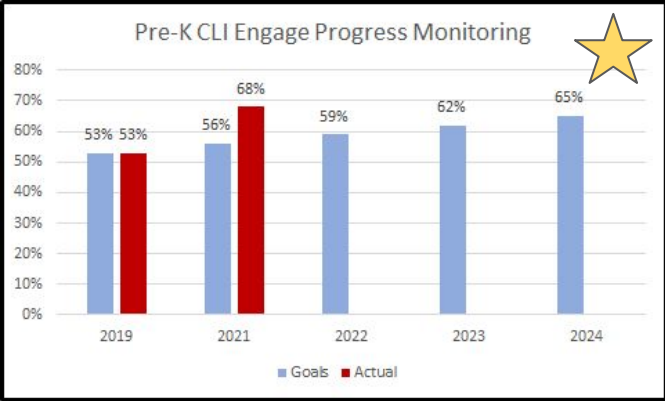
- English I 10th out of 40



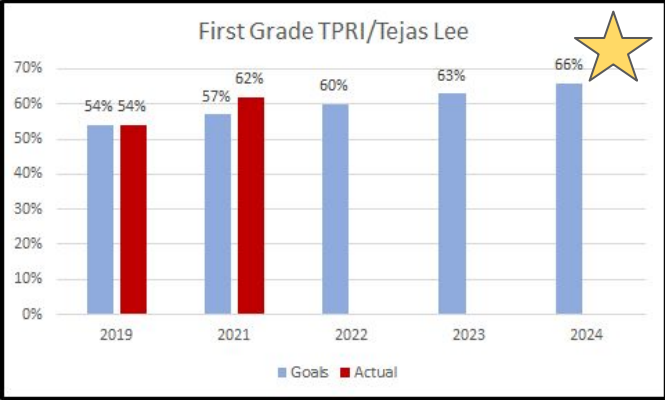
When reviewing campus comparison group component score data, our campuses fell within the top 10 of 40 campuses for these assessments.

Component Score=
Approaches+Meets+Masters/3

The percent of PreK students that score on grade level or above in Reading will increase from 53% to 65% by June 2024.



Revised Progress Measure recommended in DIP

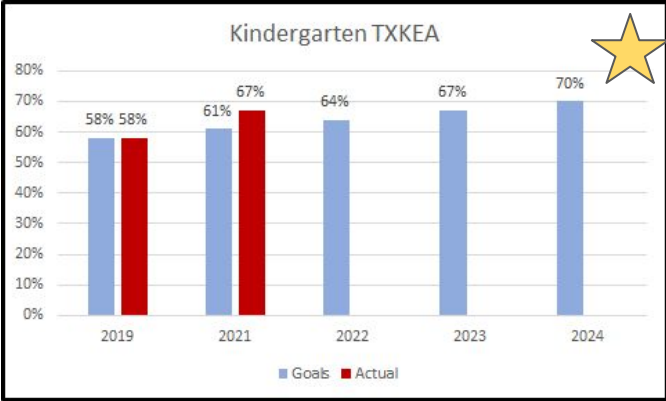


Revised Progress Measure recommended in DIP

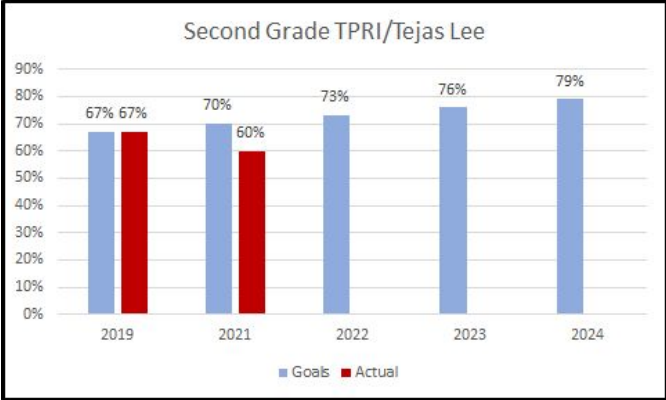
**Reading
Progress Measures**

The percent of students that score on grade level or above in Reading will increase from 54% to 66% for 1st Grade and from 67% to 79% for 2nd Grade by June 2024.

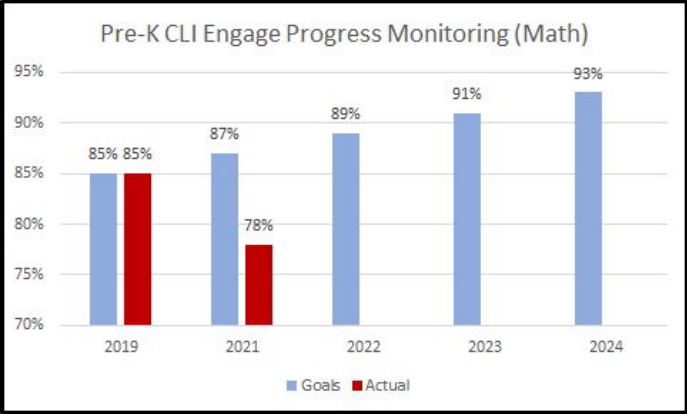
The percent of K students that score on grade level or above in Reading will increase from 58% to 70% by June 2024.



Revised Progress Measure recommended in DIP

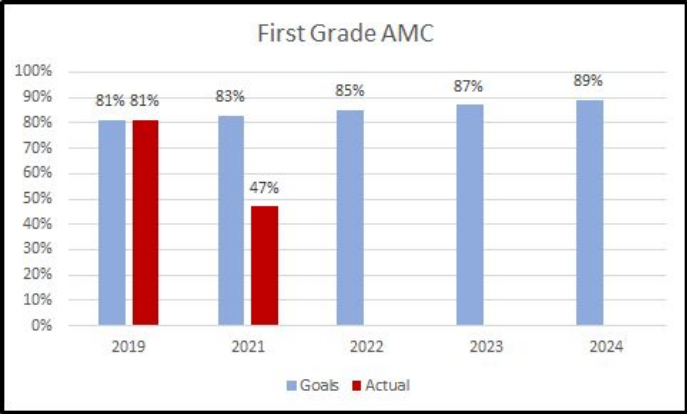


The percent of PreK students that score on grade level or above in math will increase from 85% to 93% by June 2024.

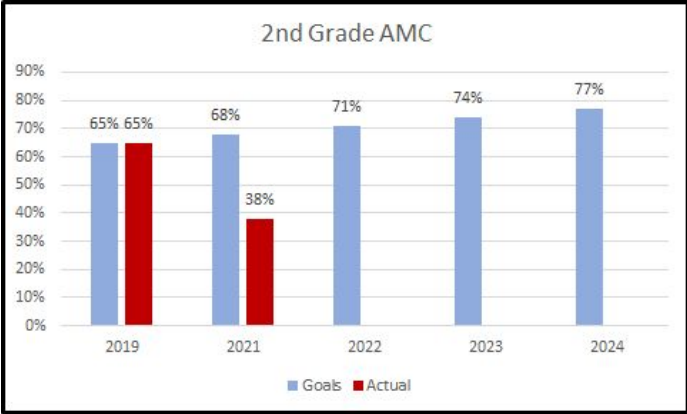
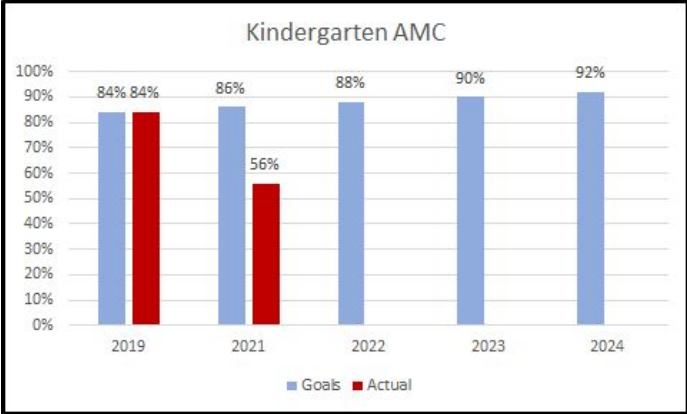


Math Progress Measures

The percent of students that score on level or above in math will increase from 81% to 89% for 1st Grade and from 65% to 77% for 2nd Grade by June 2024.



The percent of K students that score on level or above in math will increase from 84% to 92% by June 2024.



HB 3 Goals Update

The percentage of annual graduates that meet the criteria for CCMR School Quality Status under Domain 3 will increase from 53% to 65% by August 2024.

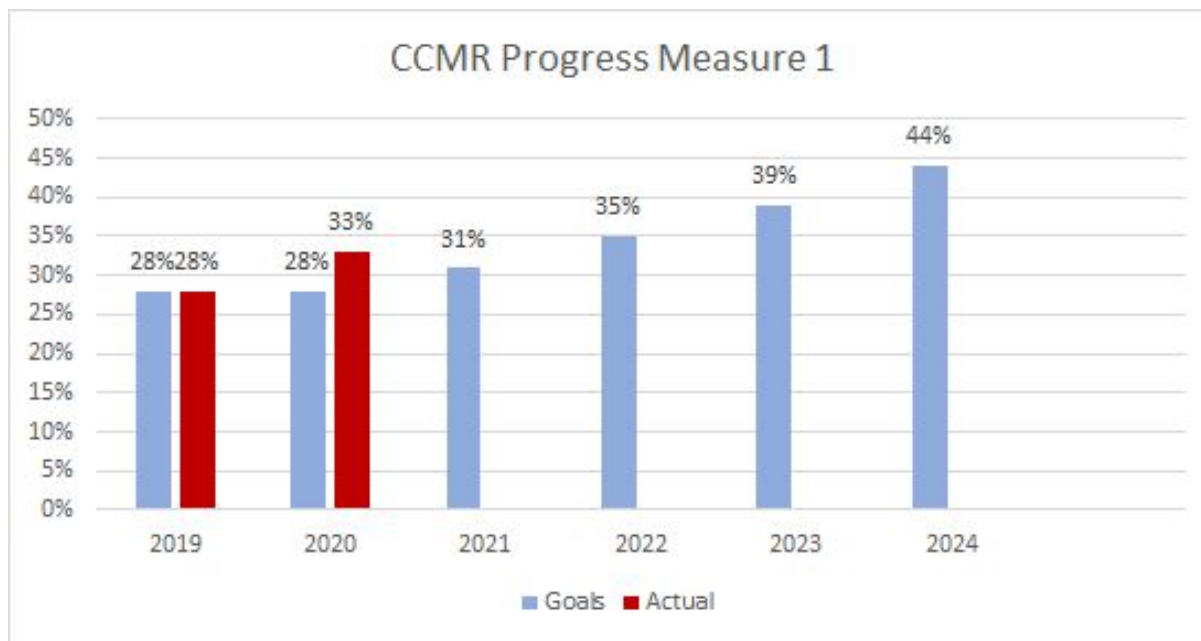


Based on 2021 preliminary data, we have already met our 2024 goal (pending release of official report in November 2021).

A revised goal is recommended in the DIP.

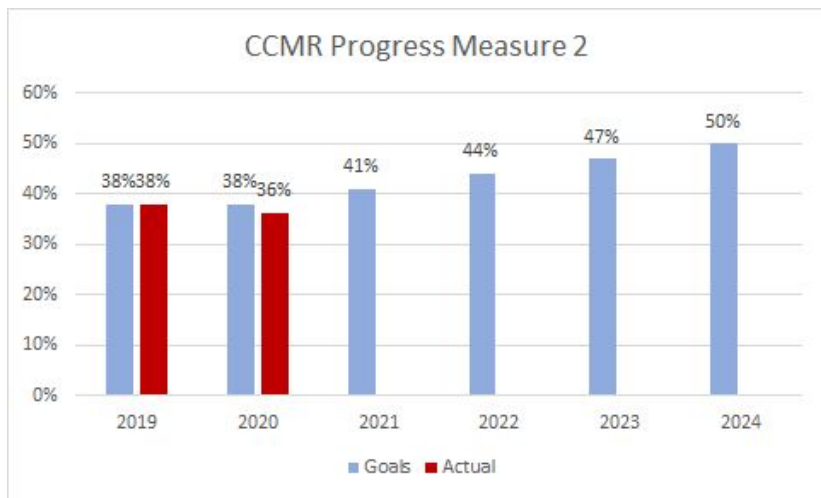
CCMR Progress Measures

Progress Measure 1: The percent of college ready annual graduates will increase from 28% to 44% by August 2024.



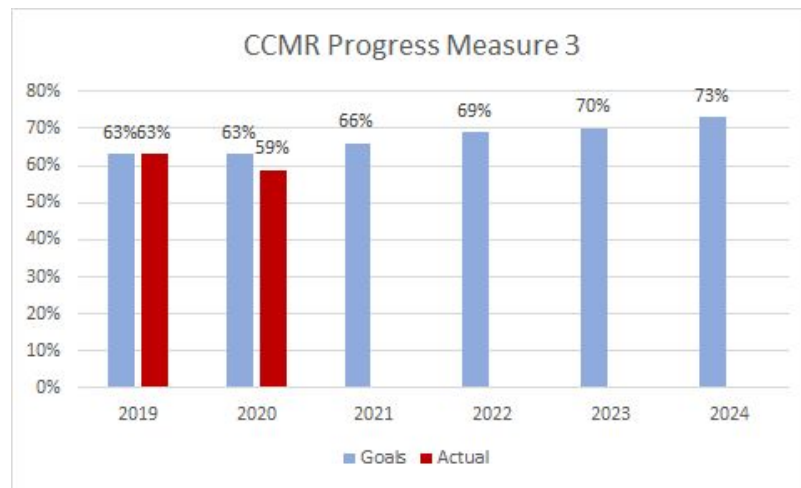
CCMR Progress Measures

Progress Measure 2: The percent of career/military ready annual graduates will increase from 38% to 50% by August 2024.



TEA is discontinuing the military CCMR credit. A revised Progress Measure is recommended in the DIP.

Progress Measure 3: The percent of students that meet the threshold for CTE coherent sequence coursework aligned with Industry-Based Certifications will increase from 63% to 73% by August 2024.



TEA discontinued the half credit for CTE coherent sequence. A revised Progress Measure is recommended in the DIP based on OnDataSuite data and may need to be revised when the 2021 TAPR report is received.



Technology Evaluation 2021

Modern Learning (BrightBytes) Survey Results



Support

Communication
Environment
Leadership
Technical



Instruction

Critical Thinking
Collaboration
Creativity
Tools



SEL

(Students)

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

NEW



Access

Devices
Internet



Skills

Digital Citizenship
Online Skills

Participants in March, 2021 Data Collection

AV Cato

Students	271
Teachers	40
Admin	5
Parents	77

Castleberry Elementary

Students	319
Teachers	47
Admin	5
Parents	83

Joy James

Students	197
Teachers	35
Admin	3
Parents	42

Irma Marsh

Students	719
Teachers	59
Admin	8
Parents	81

Castleberry High School

Students	586
Teachers	87
Admin	3
Parents	89

REACH

Students	28
Teachers	3
Admin	1
Parents	4

District

Students	2,120
Teachers	271
Admin	25
Parents	376

Access

52%

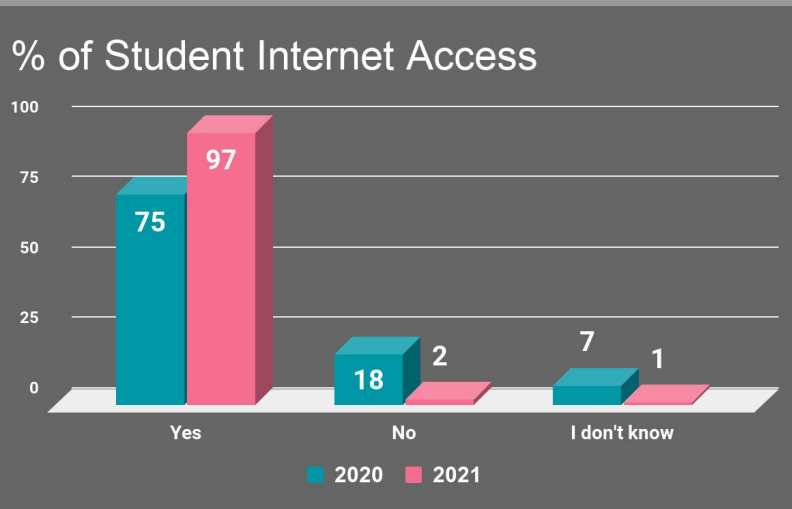
Students have a personal device at home

18%

Students share a personal device at home

30%

Students do not have a device at home



Game Changers



Maintain 1:1 in PK-12

Our Strengths

District provided 1:1 devices in PK - 12

99%

Students have access to a device to complete work

Area Needing Growth

WiFi Hubs needed in areas not covered by DE4A Towers

3%

Students do not have Internet at home

Support

95%

Students have access to technical support when needed

99%

Teachers have access to technical support when needed

98%

Teachers feel supported when technology problems disrupt instruction



Game Changers

Reward Teachers who take risks using technology in new ways



Our Strengths

School leadership encourages teachers to try new things with technology

99%

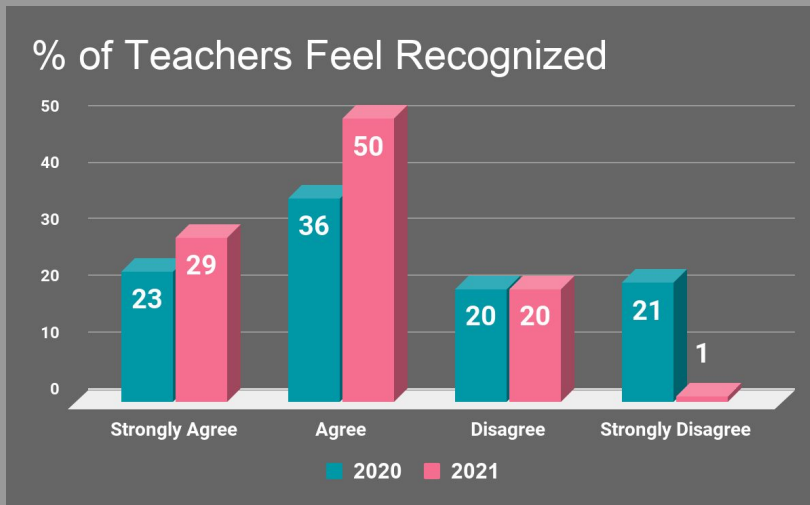
Teachers feel encouraged to try new things with technology

Area Needing Growth

Recognizing teachers for integrating technology into their lessons

21%

Teachers do not feel recognized for integrating technology



95%

Of teachers use
Canvas daily

83%

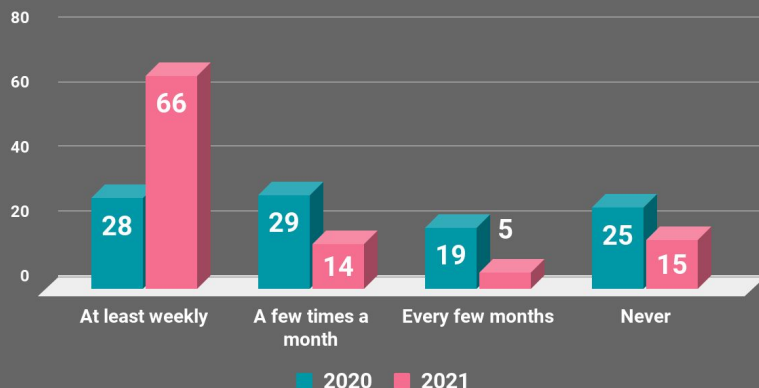
Of teachers use
Google Meet
daily

48%

Of teachers use
Digital
Textbooks daily

Instruction

Student Created Digital Products



Game Changers

Flipped instructional practices
Model use of new technologies



Our Strengths

Teachers have students
collaborate online.

69%

Of students say
they collaborate
online weekly

Area Needing Growth

Engage virtually with
experts

22%

Teachers ask
students to
virtually meet
with experts

Social and Emotional Learning (SEL)

86%

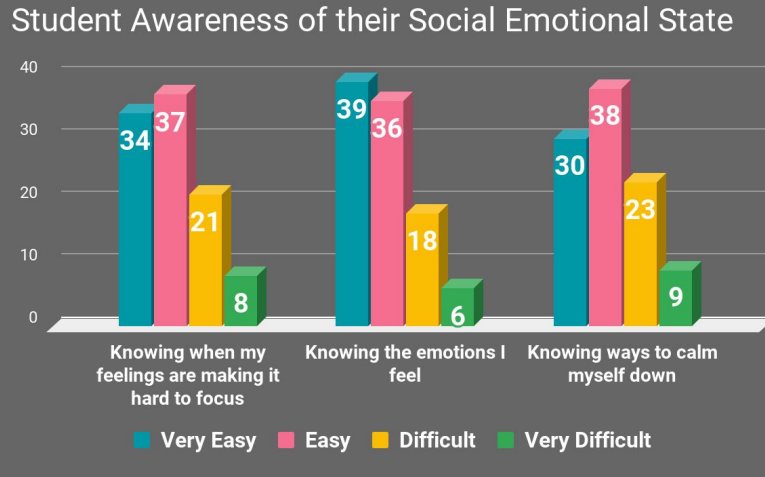
Students feel safe while learning online

100%

Teachers feel safe facilitating online learning

90%

Parents say that their child feels safe in online learning



Game Changers



Create instructional environments allowing students to succeed both academically and socially



Our Strengths

Teachers feel students are more engaged when using technology

70%

Students say they pay more attention when using technology for learning

Area Needing Growth

Preparing students to complete difficult tasks

43%

Students find it difficult to finish tasks that are hard

skills

99%

Teachers say
students treat each
other respectfully

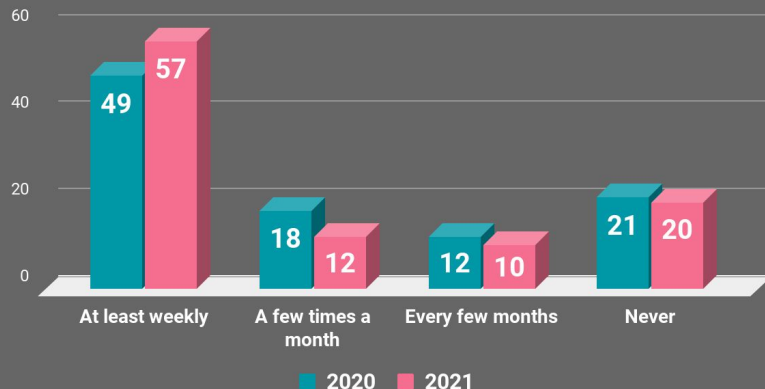
92%

Parents say
students treat each
other respectfully

79%

Students say they
treat each other
respectfully

Student Writing Online Outside of School



Game Changers



Include Real World applications in
lesson activities



Offer students choice in showcasing
their learning

Our Strengths



All teachers feel confident in
utilizing Google Meet for
instruction

91%

Students find it easy
to participate in an
online environment

Area Needing Growth



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

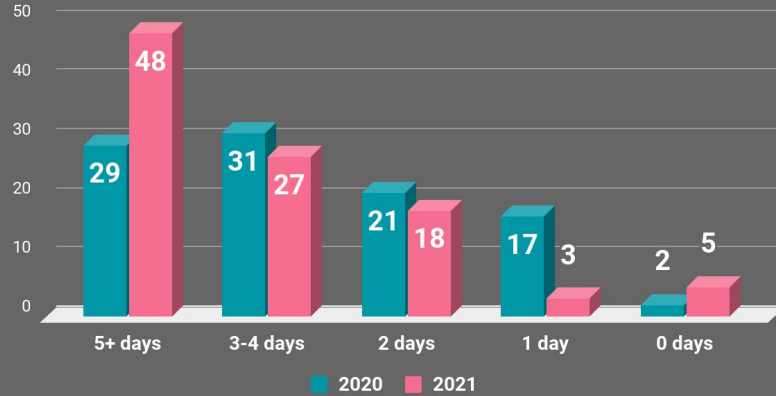
35%

Students do not
read or write online
outside of school

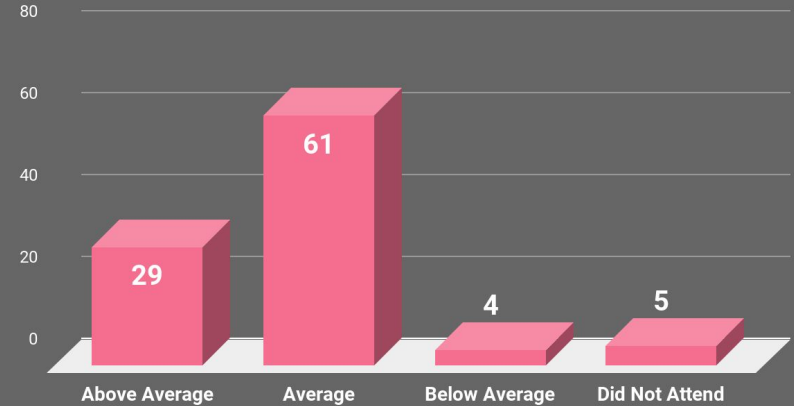
Open Response for Professional Learning



Time spent in PL Offered by CISD



Quality of PL sponsored by CISD in 2020-2021



Teacher Requested PL Through CISD

62%

Classroom
Management with
Technology

49%

Social Emotional
Learning

46%

Online Tools for
Critical Thinking

40%

Online
Collaboration