

Castleberry Independent School District



A.V. Cato Elementary School

2025-2026 Campus Improvement Plan

Board Approval Date:
October 6, 2025

Mission Statement

AV Cato's mission statement is to educate all learners, focus on nurturing 21st century learning, while partnering with families to educate our students in a positive, caring and safe learning environment.

Vision

AV Cato's vision statement is to join forces with students, teachers and families to excel academically and socially.

Value Statement

Value statement: AV Cato is a great place to learn, succeed and grow.

Core Beliefs:

Students are our most precious resource.

AV Cato is a vital part of the community.

Family is a fundamental source of one's values.

Every individual is important and deserves our time and support.

Quality education makes for productive citizens and strong communities.

School, family, and community support directly impact the quality of education.

A clean, safe, and orderly environment is essential for learning.

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Comprehensive Needs Assessment

Demographics

Summary

A.V. Cato Elementary is an elementary campus serving grades Pre-Kindergarten through 5th grade with a current enrollment of 633 students. The following demographics are from the 2024-2025 campus report in Txschools.gov. The campus has an economically disadvantage percentage of 94.8%, Special Education 12.6%, At Risk and Emergent Bilingual/English Learners 47.6%. The ethnic distribution is 88.2% Hispanic, 9.2% White, 1.3% African American, 0.2% American Indian and 1.1% Two or more races. A.V. Cato is a Title I Schoolwide program campus. There were 431 discipline incidents out of 637 students enrolled in 2024-2025, which equates to .67 incidents per student or 4.31 incidents per every 100 students.

The staff is made up on 1 principal, 1 assistant principal, 1 campus academic leader, 32 classroom teachers, 3 Sped Teacher, 1 Dyslexia Teacher, 1 Reading Interventionists, 1 Demonstration Teacher, 12 para professionals, 1 police officer, 1 counselor, 1 social worker, 1 librarian, 1 Ace Site Coordinator, 5 custodians, 1 nurse, and 7 nutrition workers. The ethnic distribution of teachers is Hispanic 41.9%, White 53.5%, American Indian 4.7% .

There are 32 classes on campus with an average class size of 18.8. There are two classes over the student/teacher ratio. Waivers were not submitted in alignment with the District of Innovation plan for Castleberry ISD.

Teachers' years of experience: 1 to 5 years 34.9%, 6 to 10 years 16.3%, 11 to 20 years 39.5%, 21 to 30 years 4.7%, and Over 30 years 2.3%

New Teachers or teachers with less than 2 years of experience: 2

Certified Teachers: 100% (1 Teacher is in an Alt Cert Program.)

Infield Teachers: 100%

Retention Rate from 2024/2025 to 2025/2026: 83%

Teachers receiving mentoring: 9

Teachers receiving coaching: 4

Staff who attended instructionally based professional learning: 100%

Staff who attended behaviorally based professional learning: 100%

For the 2024-2025 school year, A. V. Cato has a preliminary rating of (C) 79

Domain 1: Student Achievement 72

Domain 2: Relative Performance 80

Domain 3: Closing the Gaps 78

The English Language Proficiency interim and long term targets were met by our English Language Learners.

The last ESF Diagnostic was completed in 2023-2024.

Strengths

- PLC committees engage in discussions about curriculum design and effective instructional strategies.
- Data-Walk and T-TESS Walk-Throughs are focused on campus-wide instructional goals.
- PLC and Building Assets Reducing Risks (BARR) committee members use student learning data weekly to identify students in need of tiered instructional support.
- Campus administration and district coaches monitor the lesson internalization process of teachers.
- Campus administration and district coaches review high yield instructional strategies during PLC meetings.
- With the implementation of the BARR model, all campus stakeholders work to improve the campus MTSS process.

- Campus administration continues to focus on campus culture.
- Campus administration and district coaches engage in weekly instructional meetings with struggling staff.
- We continue to offer open enrollment for Pre-Kindergarten students.
- Campus administration, teachers, staff and community members continue to work together to organize and offer numerous Hispanic Heritage Month celebrations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Special Education students achieved 18% Meets in Reading and 11% Meets in Math based on the 2024-2025 A-F Accountability data.	Inconsistent co-teach models were utilized.
2 ★	A.V. Cato met their attendance goal of 95% in 2024-2025. AV Cato will continue to increase the attendance rate with a new 2025-2026 goal of 96%.	AV Cato was very intentional about implementing attendance incentives, truancy procedures, and requirements for doctor's notes after 3 absences.

★ = Priority

Student Learning

Summary

The A-F Accountability rating for the 2024-2025 school year for A.V. Cato is a "C" (79) .

2024-2025 data for STAAR Reading Language Arts is included below:

Grade Level & Content	Meets A.V. Cato	Meets State	Masters A.V. Cato	Masters State
3rd grade reading English	32%	52%	11%	23%
3rd grade reading Spanish	28%	22%	22%	11%
4th grade reading English	62%	54%	23%	24%
4th grade reading Spanish	50%	34%	20%	14%
5th grade reading English	52%	58%	24%	30%
5th grade reading Spanish (1 student tested and approached*)	*	33%	*	12%

2024-2025 data for STAAR Math is included below:

Grade Level & Content	Meets A.V. Cato	Meets State	Masters A.V. Cato	Masters State
3rd grade math	25%	45%	9%	19%
4th grade math	38%	46%	18%	24%
5th grade math	46%	46%	19%	22%

2024-2025 data for STAAR Science is included below:

Grade level &	Meets A.V.	Meets	Masters A.V.	Masters
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Content	Cato	State	Cato	State
5th grade science	26%	29%	6%	12%

2024-2025 TELPAS data included below:

Target	2025 Growth	Points Awarded	Long Term Goal	Points Awarded	Total Points Awarded
49	64	3	55	1	4

- Curriculum aligned to state standards: Yes
- Scope and sequence implemented: Yes
- Interventions matched to needs: Yes
- Common assessments reviewed routinely: Yes

Strengths

English Language Arts and Reading Strengths

Early Literacy

- 68% of Pre-Kindergarten students overall showed to be "On Track" on all literacy measures on the end of year CIRCLE assessment.

Grade / Assessment	SG #	Measure	Baseline EOY 2024	BOY 2024	MOY 2025	EOY 2025	+/- from EOY 2024 to EOY 2025
Kinder / TX-KEA	SG1	Letter names	79%	76%	86%	90%	+11
	SG2	Letter sounds	71%	82%	72%	81%	+10
	SG3	Decoding	69%	26%	63%	79%	+10
	SG4	Spelling	68%	68%	74%	81%	+13
	SG5	Vocabulary	77%	75%	72%	95%	+18
	SG6	Blending	65%	64%	77%	77%	+12
1st / MAP Fluency	SG1	Phonics/ word recognition	E: 67% S: 63%	E: 67% S: 63%	E: 53% S: 74%	E: 87% S: 86%	E: +20 S: +23
	SG2	Listening comprehension	E: 47% S: 35%	E: 47% S: 35%	E: 50% S: 59%	E: 66% S: 94%	E: +19 S: +59
	SG3	Picture vocabulary	E: 62% S: 30%	E: 62% S: 30%	E: 45% S: 64%	E: 72% S: 82%	E: +10 S: +52
	SG4	Oral reading rate	E: 3% S: 9%	E: 3% S: 9%	E: 14% S: 31%	E: 71% S: 87%	E: +68 S: +78
2nd / MAP Fluency	SG1	Phonics/ word recognition	E: 59% S: 45%	E: 59% S: 45%	E: 57% S: 67%	E: 72% S: 89%	E: +13 S: +44
	SG2	Listening	E: 71%	E: 71%	E: 73%	E: 72%	E: -1

Intermediate Literacy

- 4th Grade STAAR Meets percentages increased from 52 to 60 (8% gain).
 - Explicit grammar practice and targeted instruction to support students with extended constructed responses
 - Well attended High Impact Tutoring (HIT) during our ACE after school program

Math Strengths

Early Numeracy

- 91% of all Pre-Kindergarten students showed "On-Track" on numeracy measures on the end-of-year CIRCLE assessment.
- 96% of all Kindergarten students scored "Meets" or "Masters" on the end-of-year STEMscopes Math assessment.
- 89% of all Second Grade students scored "Meets" or "Masters" on the end-of-year STEMscopes Math assessment.
 - STEMscopes in place for several years and now shows consistent data points on all three progress monitoring assessments

Intermediate

- 4th Grade STAAR **Meets** percentages increased from 36 to 38 (2% gain).

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
2★ STAAR 3rd grade Math performance is 26% at Meets and 10% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
3 STAAR 4th grade Math performance is 37% at Meets and 19% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
4★ STAAR 5th grade Math performance is 45% at Meets and 18% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
5★ STAAR 5th grade Science performance is 27% Meets and 6% Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

6
★

STAAR 3rd grade Reading performance is 29% at Meets and 11% at Masters based on data for the 2024-2025 A-F Accountability.

The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.

7
★

STAAR 5th grade Reading performance is 49% at Meets and 23% at Masters based on data for the 2024-2025 A-F Accountability.

The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.

8
★

On the Reading STAAR, too many students received a 0 out of 10 points on the extended constructed response (ECR).

The district's writing process needs to be updated and our teachers need training and coaching on these new processes.

9
★

50% of 2nd grade students are not Meeting grade level expectations in writing on the end of year assessment for 2024-2025.

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

10
★

29% of 1st grade students and 29% of 2nd grade students did not meet or exceed grade-level expectations for oral reading skills in English on end of year assessments for 2024-2025.

The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

11
★

77% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024-2025.

Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

★ = Priority

School Processes & Programs

Summary

A.V. Cato is a Title I campus with various programs:

- IXL is implemented in all of our PK-5 classes that supports early numeracy, math, early literacy and reading.
- Amira and IXL are used for targeted interventions.
- Professional Learning Communities (PLCs) occur four days per week for disaggregating data to plan targeted instruction.
- Restorative Practices in its 5th year of implementation to support positive behavior and relationships.
- Multi-tiered Systems of Support (MTSS)/Building Assets, Reducing Risk (BARR) is implemented and progressed monitored in PLCs.
- PACE Saturday and Summer programs are offered.
- In collaboration with our ACE after-school program, high-impact tutoring and high interest clubs are provided by teachers to enhance our students' learning opportunities. Clubs include: Sewing, Gardening, Student Council, UIL, Girls Who Code, Bluebonnet Book Club, Show Choir, and Cooking & Nutrition Clubs are all being offered this year.
- The adoption process was followed to adopt reading, math, science, and social studies curriculum. The process included a review of possible curriculum by stakeholders with their feedback before taking a recommendation to the school board. All materials adopted were include on the TEA approved curriculum resources at the time of adoption. Technology based instructional materials were chosen from the TEA approved materials for HB1416 (AMIRA and IXL). IXL was awarded through the math supplemental materials grant.
- Budget aligns to campus priorities: Yes
- Expenditures reconciled monthly: Yes
- Internal controls followed: Yes
- Funds targeted to evidence based interventions: Yes

Strengths

AV Cato is a Title I campus with various programs:

- Students are engaged in our ACE after-school program where they can participate in clubs that are teaching real world skill sets.
- PLCs allow for the flexibility to dig into the data and provide support as a MTSS/BARR team to teachers for both academic and behavioral needs.
- Attendance incentives and pep rallies are used to encourage good attendance for our students throughout the year.
- Early literacy scores had great gains due to NWEA MAP Reading Fluency implementation and monthly progress monitoring. 70% of our students in Kindergarten-2nd grade were at Meets or Masters for early literacy.
- Both our ADSY Saturday and Summer School programs had high attendance rates. Over 300 students attended A.V. Cato's Summer School program.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.	Necessary treatment is outside the scope of what can be provided in the educational setting.
2 ★ While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families.	Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience and a focus on post secondary readiness should be included.
3 ★ Training must be provided for staff to support them in creating an empowering culture between themselves, their students, and parents.	Family Engagement training for teachers is a Title 1 compliance requirement.
4 ★ In compliance with state requirements, safety training, threat assessments, and drills must be completed to ensure all staff and students know what to do in an emergency.	New state safety and training requirements were recently mandated to address safety concerns.
5 ★ State funding for public education has not kept pace with inflation or the increasing needs of students. This creates challenges in maintaining programs. Budgets must be watched closely and carefully planned and executed.	Legislative cuts to school finance

★ = Priority

Perceptions

Summary

Teacher Climate Survey

100% of our staff feels a sense of community and collaboration among their colleagues at A. V. Cato.

96% of our staff feels that they have access to technology tools and equipment needed to effectively perform their job.

92% of our teachers feel that individualized education plans (IEP and 504) are clearly communicated and effectively implemented.

88% of our teachers are satisfied in their role at A.V. Cato.

Strengths

- Teachers make students the priority
- Positive staff morale based on survey results
- Transforming school culture and climate
- Continuation of Restorative Practices
- Family Engagement Events yielded high attendance: Trunk-or-Treat, Literacy Night, Science Nights (One at the museum and one at A.V. Cato), STAAR and Future Planning Night
- High attendance at Open House and Meet the Teacher

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1★ Success of parent involvement events are measured by attendance rather than by student performance and outcomes.	Lack of defined criteria for a successful parent involvement and engagement events.
2★ Effective systems for campus procedures, discipline management, social emotional learning, bullying prevention, suicide prevention, drug use prevention, sexual abuse and harassment prevention, and other operational areas are in place at AVC.	Legal and local policies require that all campuses implement discipline management, social and emotional learning, bullying prevention, suicide prevention, and other preventative programs such as sexual harassment and abuse prevention and drug use prevention.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

STAAR 3rd grade Math performance is 26% at Meets and 10% at Masters based on data for the 2024-2025 A-F Accountability.

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

2
★

Special Education students achieved 18% Meets in Reading and 11% Meets in Math based on the 2024-2025 A-F Accountability data.

Inconsistent co-teach models were utilized.

3
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STAAR 5th grade Science performance is 27% Meets and 6% Masters based on data for the 2024-2025 A-F Accountability.

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

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29% of 1st grade students and 29% of 2nd grade students did not meet or exceed grade-level expectations for oral reading skills in English on end of year assessments for 2024-2025.

The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

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Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

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Success of parent involvement events are measured by attendance rather than by student performance and outcomes.

Lack of defined criteria for a successful parent involvement and engagement events.

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

Necessary treatment is outside the scope of what can be provided in the educational setting.

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While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families.

Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience and a focus on post secondary readiness should be included.

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The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.

11
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STAAR 5th grade Math performance is 45% at Meets and 18% at Masters based on data for the 2024-2025 A-F Accountability.

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

12
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STAAR 5th grade Reading performance is 49% at Meets and 23% at Masters based on data for the 2024-2025 A-F Accountability.

The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.

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On the Reading STAAR, too many students received a 0 out of 10 points on the extended constructed response (ECR).

The district's writing process needs to be updated and our teachers need training and coaching on these new processes.

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50% of 2nd grade students are not Meeting grade level expectations in writing on the end of year assessment for 2024-2025.

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

15



A.V. Cato met their attendance goal of 95% in 2024-2025. AV Cato will continue to increase the attendance rate with a new 2025-2026 goal of 96%.

AV Cato was very intentional about implementing attendance incentives, truancy procedures, and requirements for doctor's notes after 3 absences.

16



Training must be provided for staff to support them in creating an empowering culture between themselves, their students, and parents.

Family Engagement training for teachers is a Title 1 compliance requirement.

17



In compliance with state requirements, safety training, threat assessments, and drills must be completed to ensure all staff and students know what to do in an emergency.

New state safety and training requirements were recently mandated to address safety concerns.

18



Effective systems for campus procedures, discipline management, social emotional learning, bullying prevention, suicide prevention, drug use prevention, sexual abuse and harassment prevention, and other operational areas are in place at AVC.

Legal and local policies require that all campuses implement discipline management, social and emotional learning, bullying prevention, suicide prevention, and other preventative programs such as sexual harassment and abuse prevention and drug use prevention.

19



State funding for public education has not kept pace with inflation or the increasing needs of students. This creates challenges in maintaining programs. Budgets must be watched closely and carefully planned and executed.

Legislative cuts to school finance

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Effective Schools Framework data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

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

Performance Objective 1 High Priority

The percentage of 4th grade students that score "meets" on STAAR Reading will be 49% by June 2026.

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

Strategy 1 Targeted Support Strategy Results Driven Accountability

The reading interventionist will provide targeted small-group instruction and interventions for 4th grade students who scored at the high "Does Not Meet" level on the Reading STAAR in order to accelerate growth and move students toward grade-level proficiency.

Strategy's Expected Result/Impact: Personalized instruction that addresses specific reading skill gaps for each student, improved reading fluency, comprehension, and decoding skills, and increased number of students scoring "meets" on STAAR Reading

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Interventionist

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Accomplished

November

 Accomplished

January

 Accomplished

March

June

Strategy 2 Targeted Support Strategy Results Driven Accountability

Highly qualified, certified teachers will be hired to deliver targeted tutoring for 4th grade students who did not "Meet" expectations on the Reading STAAR.

Strategy's Expected Result/Impact: Increased percentage of targeted students moving from "Did Not Meet" or "Approaches" to "Meets" or higher on the STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1

Funding Sources: 215 - Title I, Part D, , 461 - Campus Activity Fund, , 211 - Title I, Part A, , 199 - General Fund,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.

Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Performance Objective 2

The percentage of 5th grade students that score "meets" on STAAR Reading will increase from 49% to 58% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, MAP, STAAR, TELPAS, TELPAS

Strategy 1 Targeted Support Strategy Results Driven Accountability

The reading interventionist will provide targeted small-group instruction and interventions for 5th grade students who scored at the high "Does Not Meet" level on the Reading STAAR in order to accelerate growth and move students toward grade-level proficiency.

Strategy's Expected Result/Impact: Personalized instruction that addresses specific reading skill gaps for each student, improved reading fluency, comprehension, and decoding skills, and increased number of students scoring "meets" on STAAR Reading

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Reading Interventionist

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 2 Targeted Support Strategy Results Driven Accountability

Highly qualified, certified teachers will be hired to deliver targeted tutoring for 5th grade students who did not "Meet" expectations on the Reading STAAR.

Strategy's Expected Result/Impact: Increased percentage of targeted students moving from "Did Not Meet" or "Approaches" to "Meets" or higher on the STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1

Funding Sources: 215 - Title I, Part D, , 461 - Campus Activity Fund, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



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Accomplished

January



Accomplished

March

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.

Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Performance Objective 3 High Priority

The percentage of 4th grade students that score "meets" on STAAR Math will increase from 38% to 43% by June 2026.

Strategy 1 Targeted Support Strategy Results Driven Accountability

Highly qualified, certified teachers will be hired to deliver targeted tutoring for 4th grade students who did not "Meet" expectations on the Math STAAR.

Strategy's Expected Result/Impact: Increased percentage of targeted students moving from "Did Not Meet" or "Approaches" to "Meets" or higher on the STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 1

Funding Sources: 215 - Title I, Part D, , 199 - General Fund, , 211 - Title I, Part A, , 461 - Campus Activity Fund,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

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A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.

Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Performance Objective 4 High Priority

The percentage of 5th grade students that score "meets" on STAAR Math will increase from 46% to 49% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, MAP, STAAR, TELPAS, TELPAS

Strategy 1 Targeted Support Strategy Results Driven Accountability

Highly qualified, certified teachers will be hired to deliver targeted tutoring for 5th grade

students who did not "Meet" expectations on the Math STAAR.

Strategy's Expected Result/Impact: Increased percentage of targeted students moving from "Did Not Meet" or "Approaches" to "Meets" or higher on the STAAR

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader

Problem Statements: Student Learning 4

Funding Sources: 215 - Title I, Part D, , 461 - Campus Activity Fund, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 2 Targeted Support Strategy Results Driven Accountability

In a collaboration with Southern Methodist University a randomized group of students will participate in the research-based Project SCALE intervention program targeting foundational fraction concepts and fraction arithmetic (addition and subtraction).

Strategy's Expected Result/Impact: Future success of learners to address persistent gaps in fraction understanding that hinders student success in advanced math

Staff Responsible for Monitoring: Principal, Campus Academic Leader

Problem Statements: Student Learning 1, 4

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
4 STAAR 5th grade Math performance is 45% at Meets and 18% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Performance Objective 5 ☒ High Priority

The percentage of 5th grade students that score "meets" on STAAR Science will increase from 25% to 32% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, MAP, STAAR, TELPAS, TELPAS

Strategy 1 ☒ Targeted Support Strategy ☒ Results Driven Accountability

5th grade science teachers will collaborate weekly with the Elementary Science Coordinator during PLCs on the guiding documents, instructional strategies, intervention plans, and target standards and skills.

Strategy's Expected Result/Impact: Improved tier one instruction resulting in improved student achievement on all science assessments

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers, Science Content Coordinator

Problem Statements: Student Learning 5

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 STAAR 5th grade Science performance is 27% Meets and 6% Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.

Performance Objective 6 High Priority

A.V. Cato will increase Academic Growth by 2% by June 2026.

Evaluation Data Source: Unit Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, Student Portfolios, Istation, Imagine Math, and AMC

Strategy 1 Results Driven Accountability

A.V. Cato will provide accelerated instructional opportunities and enrichment through the ACE afterschool program, Saturday school, and summer school.

Strategy's Expected Result/Impact: Growth on unit assessments, benchmarks, and STAAR

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Interventionist

Problem Statements: Student Learning 1

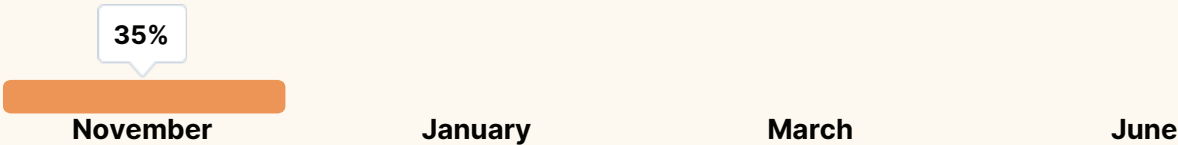
Funding Sources: 211 - Title I, Part A, , 199 - General Fund, , 21st Century Grant,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2 Results Driven Accountability

Campus Academic Leader and teachers will use MAPS reports and AMIRA reports to plan and monitor Tier II and Tier III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.

Strategy's Expected Result/Impact: Targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in ELA, Math, and Science scores

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Instructional Coaches, Interventionist, Teachers, and RTI/PLC members

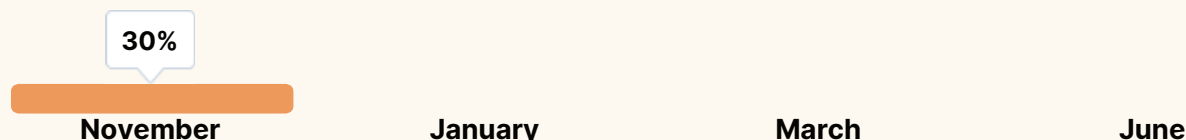
Problem Statements: Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 263 - Title III, LEP,

Title I: 2.5.1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3 Results Driven Accountability

A.V. Cato will implement Vertical Teams for language arts, math, science, and bilingual teachers. Trainings to build capacity in content and leadership will be provided to support the Vertical Team Leaders.

Strategy's Expected Result/Impact: Increased teacher capacity, vertical aligned instructional practices, increased reading, math, and science scores

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, District Instructional Coaches, Interventionist, Teachers

Problem Statements: Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

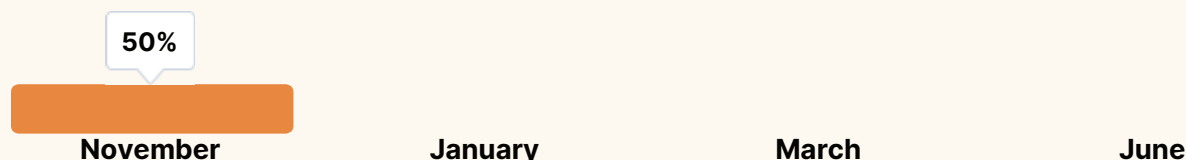
Funding Sources: Training 211 - Title I, Part A, , Training 211- ESF Grant, , Training 215 - Title I, Part D,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 4 Results Driven Accountability

A.V. Cato students will create and utilize student data folders to set personal goals, track their data, and reflect on their progress.

Strategy's Expected Result/Impact: Increased students self reflection, efficacy, and ownership of their learning

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 461 - Campus Activity Fund,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 5 Results Driven Accountability

A.V. Cato teachers and administrators will use STAAR, MAP data, AMIRA Data, Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding to drive instruction and tiered interventions.

Strategy's Expected Result/Impact: Improvement in Tier 1 and BARR/MTSS processes

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers, Counselors, and BARR/MTSS/PLC members

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 6 Targeted Support Strategy Results Driven Accountability

Improve the effectiveness of Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS and internalize lessons to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

Strategy's Expected Result/Impact: More effective PLCs, increased effectiveness of instruction, increased student performance

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Interventionist, Teachers, Counselors, and RTI/PLC members

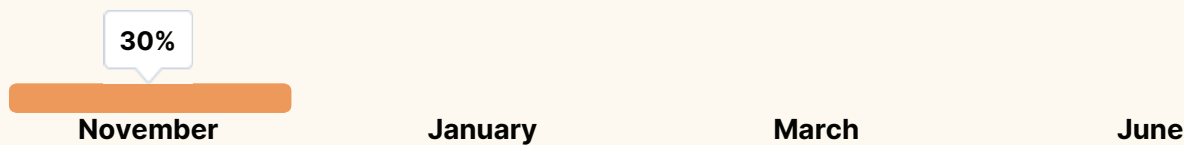
Problem Statements: Student Learning 1

Funding Sources: Training 211 - Title I, Part A, , Training 215 - Title I, Part D, , 199 - General Fund, Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 7 Targeted Support Strategy Results Driven Accountability

100% of teachers will implement the district lesson internalization framework.

Strategy's Expected Result/Impact: More targeted lessons, improved Tier 1 instruction, increased student achievement

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teachers

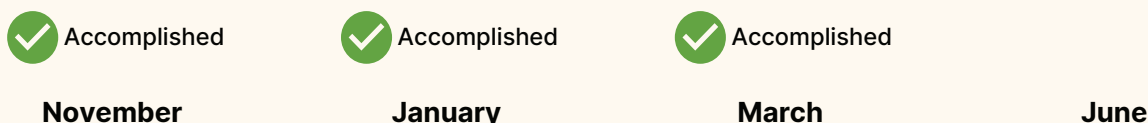
Problem Statements: Student Learning 2, 4, 5, 6, 7

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 8 Results Driven Accountability

Teachers and administrators will closely monitor and disaggregate data after Quarterly Benchmarks, Common Formative Assessments, MAP testing, AMIRA testing, and Checks for Understanding during PLC and MTSS. Action plans will be created to address skills deficits including student data tracking, goal setting, and student reflection of their learning. Any resources needed will be purchased to help sub-populations reach their targets.

Strategy's Expected Result/Impact: Growth on Quarterly Benchmarks, Common Formative Assessments, MAP, and STAAR

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Interventionist, Teachers, Counselors, and RTI/PLC members

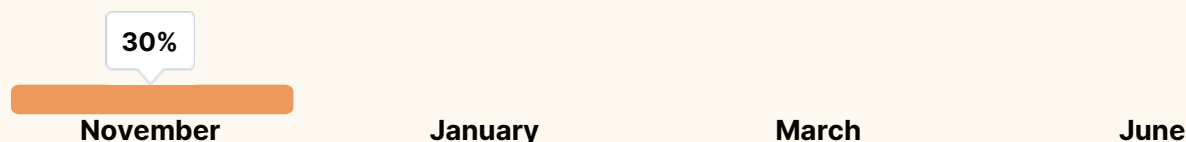
Problem Statements: Student Learning 1

Funding Sources: 215 - Title I, Part D, , 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 9 Results Driven Accountability

A.V. Cato and ACE will hire tutors to work alongside teachers to support MTSS and HB1416. Data will be disaggregated and reviewed during PLCs and MTSS meetings to establish groups for tutors in target areas to support students and teachers.

Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks, and STAAR

Staff Responsible for Monitoring: Principal, Campus Academic Leader, ACE Site Coordinator, Interventionist, Teachers, Counselors, and RTI/PLC members

Problem Statements: Student Learning 1

Funding Sources: Tutors 211 - Title I, Part A, , Tutors 461 - Campus Activity Fund, , Tutors 21st Century Grant,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 10 ☒ Targeted Support Strategy ☒ Results Driven Accountability

Teachers will utilize TEKS-aligned online platforms including, but not limited to IXL, AMIRA, Writeable, high quality instructional materials, and professional learning for all content areas to support student learning and growth.

Strategy's Expected Result/Impact: Increase in targeted and individualized interventions and extensions based on individual student needs

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Interventionist, Teachers

Problem Statements: Student Learning 2, 4, 6, 9

Funding Sources: 211 - Title I, Part A, , Materials and Resources 21st Century Grant, , 461 - Campus Activity Fund, , Materials and Resources 211- ESF Grant, , 199 - General Fund,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 11 ☒ Results Driven Accountability

Professional development and teacher resources will be provided for A.V. Cato teachers throughout the school year to support Tier 1 instruction and district initiatives.

Strategy's Expected Result/Impact: Increased instructional strategies to ensure student success on constructed responses

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal

Problem Statements: Demographics 1

Funding Sources: Training 211 - Title I, Part A, , Training 461 - Campus Activity Fund, , Training 211- ESF Grant,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 12 Results Driven Accountability

A.V. Cato will purchase the STEMscopes math workbooks to support teachers with the use of High Quality Instructional Materials.

Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR are the expected result.

Staff Responsible for Monitoring: Principal, Campus Academic Leader

Problem Statements: Student Learning 2, 4

Funding Sources: Stemscores Workbooks 211- ESF Grant,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Strategy 13 Results Driven Accountability

Content teachers will utilize the campus-wide methods for analyzing and interpreting STAAR problems including STAAR redesigned question types (RUBIES-science, UPSC -math, SMART-reading).

Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 14 Targeted Support Strategy Results Driven Accountability

A.V. Cato's leadership teams will seek opportunities through professional development and book studies in order to increase leadership capacity to improve instructional design and delivery to accelerate student learning for all students including special populations.

Strategy's Expected Result/Impact: Growth in campus data and student performance on all STAAR tests

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal

Problem Statements: Student Learning 1

Funding Sources: Training 461 - Campus Activity Fund, , Training 199 - General Fund, , Training 211-ESF Grant, , Training 215 - Title I, Part D, , Training 211 - Title I, Part A,

Title I:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 15 Targeted Support Strategy Results Driven Accountability

A.V. Cato will participate in the Effective Schools Framework grant partnership with Region XI who will support TIP development and training on identified target levers. The focus for 2024-2025 was on the Essential Action 1.1 Strong School Leadership and Planning and Essential Action 4:1 Professional Development and Training for Teachers. The focus for 2025-2026 will be determined through the needs assessment conducted with Region XI.

Strategy's Expected Result/Impact: To build capacity in teachers, aligned lesson plans, increased engagement, and increased STAAR scores

Staff Responsible for Monitoring: Principal, Campus Academic Leader, and Assistant Principal

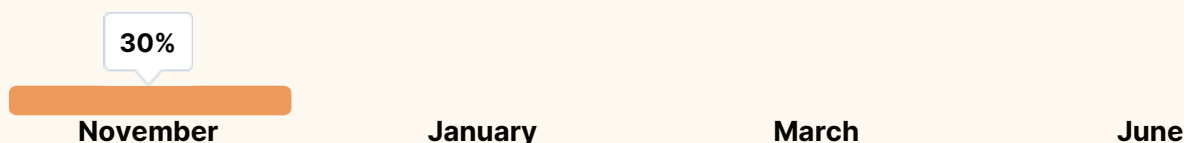
Problem Statements: Student Learning 1

Funding Sources: Training 211- ESF Grant,

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 16 ☒ Results Driven Accountability

Campus administrators will implement the district wide standardized data walk form and evaluate 100% of teachers using the T-TESS rubric to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes from the previous year.

Strategy's Expected Result/Impact: Improved Tier I instruction, Increased student achievement

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal

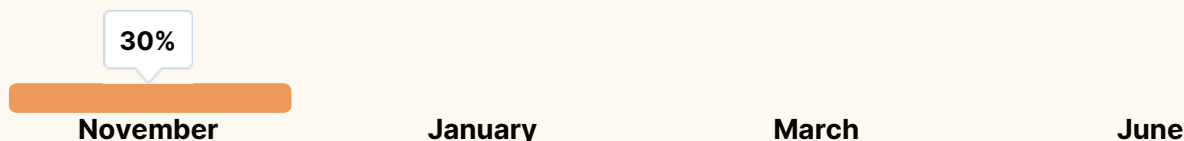
Problem Statements: Student Learning 1, 10

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 17

Through a grant from the Sid Richardson Foundation to support our move to a STEM/Innovation campus, A.V. Cato will provide up to 15 students at each grade level, a daily STEM class using the Youth Vantage Alliance curriculum and staff.

Strategy's Expected Result/Impact: Increased math and science scores and interest in STEM

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Girls, Inc

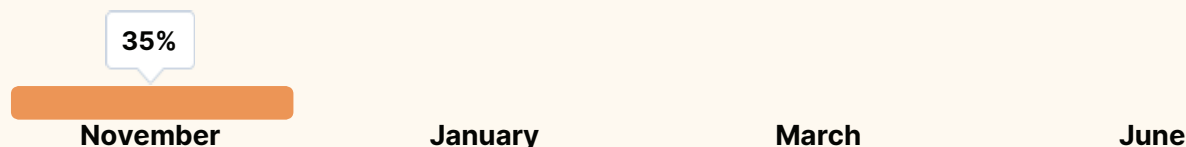
Problem Statements: Student Learning 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 18 ☒ Targeted Support Strategy ☒ Results Driven Accountability

A.V. Cato will provide Saturday School, after-school High Impact Tutoring (HIT), Summer programming, and other after-school programs utilizing ACE and ADSY.

Strategy's Expected Result/Impact: Increased instructional and enrichment opportunities for students after school, on Saturdays, and in the summer

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, ACE Site Coordinator, Interventionist, Teachers, Counselors, and RTI/PLC members

Problem Statements: Student Learning 1

Funding Sources: 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 19 ☒ Targeted Support Strategy ☒ Results Driven Accountability

Administrative staff will utilize weekly walkthrough data, Common Formative Assessment scores, and Benchmark assessments to determine instructional coaching case load for instructional coaches. Teachers scoring below expectations on assessments and/or receiving developing in domain 2, may receive instructional coaching. Coaching will be based on highest

leverage teaching techniques from the Get Better Faster Scope and Sequence.

Strategy's Expected Result/Impact: Teacher effectiveness will increase resulting in higher student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, and Coaches

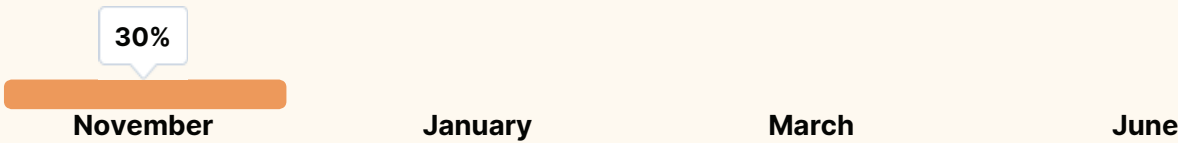
Problem Statements: Student Learning 1, 10

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 20 ☒ **Results Driven Accountability**

Implement a district-wide plan for daily math fluency routines through the Facts on Fire Fluency Grant for K-5th Grade.

Strategy's Expected Result/Impact: Increased Student Achievement

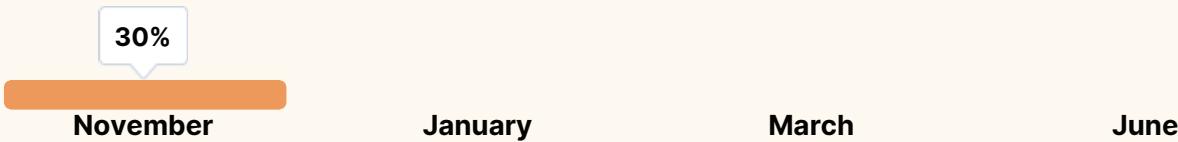
Staff Responsible for Monitoring: Math Coordinator, Principals, Campus Academic Leaders, Instructional Coaches, Teachers

Problem Statements: Student Learning 1, 2, 4

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Special Education students achieved 18% Meets in Reading and 11% Meets in Math based on the 2024-2025 A-F	Inconsistent co-teach models were utilized.

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
2	STAAR 3rd grade Math performance is 26% at Meets and 10% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
4	STAAR 5th grade Math performance is 45% at Meets and 18% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
5	STAAR 5th grade Science performance is 27% Meets and 6% Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
6	STAAR 3rd grade Reading performance is 29% at Meets and 11% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.
7	STAAR 5th grade Reading performance is 49% at Meets and 23% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.
8	On the Reading STAAR, too many students received a 0 out of 10 points on the extended constructed response (ECR).	The district's writing process needs to be updated and our teachers need training and coaching on these new processes.
	50% of 2nd grade students are not Meeting grade level expectations in writing on the end of year assessment	This is due to students not yet mastering foundational writing skills such as legible printing, spelling, and the conventions of



for 2024-2025.

print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.

10

29% of 1st grade students and 29% of 2nd grade students did not meet or exceed grade-level expectations for oral reading skills in English on end of year assessments for 2024-2025.

The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

11

77% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024-2025.

Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Performance Objective 7 High Priority

At A.V. Cato, the lowest of the two lowest subpopulations will maintain the interim academic target of 3 out of 4 or higher or increase one performance level in Closing the Gaps by June 2026.

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

Strategy 1 Results Driven Accountability

A.V. Cato will closely monitor and disaggregate sub population data after Quarterly Benchmarks, Common Formative Assessments, MAP tests, and Checks for Understanding during PLC, MTSS, and Progress Monitoring to develop action plans that address needs. This will support the implementation of small group instruction, differentiation, and effective instructional practices.

Strategy's Expected Result/Impact: Growth in sub populations on unit assessments, benchmarks, and STAAR

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Interventionist, Teachers, Counselors, and BARR/MTSS/PLC members

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: 199 - General Fund, , 461 - Campus Activity Fund, , 215 - Title I, Part D, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

30%

November

January

March

June

Strategy 2 ☒ Targeted Support Strategy ☒ Results Driven Accountability

AVC administrators, Campus Content Leaders, and District Instructional Coaches will provide on-going professional learning for teachers on how to use MAP, STAAR, Quarterly Benchmark, Common Formative Assessment, and Check for Understanding data to drive instruction and tiered intervention.

Strategy's Expected Result/Impact: Improvement in Tier 1 instruction and the MTSS process

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Instructional Coaches, Interventionist, BARR/MTSS members

Problem Statements: Student Learning 1, 10

Funding Sources: Professional Learning 461 - Campus Activity Fund, , Professional Learning 215 - Title I, Part D, , Professional Learning 211- ESF Grant, , Professional Learning 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

30%

November

January

March

June

Strategy 3 ☒ Results Driven Accountability

A.V. Cato administrators will closely monitor the campus' special education schedules to ensure the efficient scheduling of special education students and staff, which will increase the ability to co-teach in high priority areas.

Strategy's Expected Result/Impact: Efficient student/staff master scheduling, increase in co-teaching in high need areas

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal

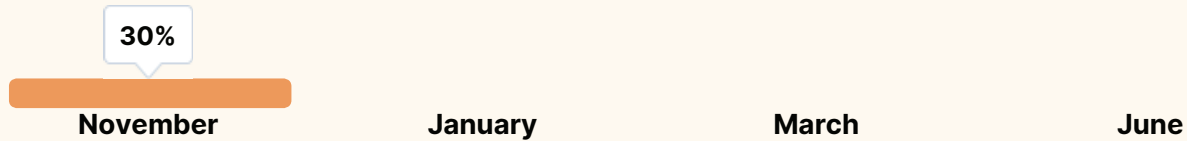
Problem Statements: Demographics 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 4 Results Driven Accountability

By utilizing data from data walks, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 24-25 school year.

Strategy's Expected Result/Impact: Increased in RLA scores, Increase in SpEd scores, closing gaps in learning

Staff Responsible for Monitoring: Director of Special Programs, Special Education Coordinator, Principals, Assistant Principal, Campus Academic Leader

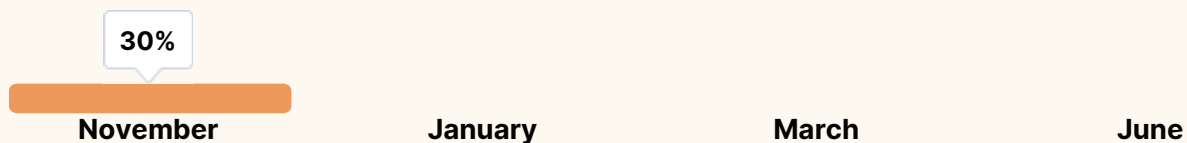
Problem Statements: Demographics 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5 Results Driven Accountability

A.V. Cato will ensure that all special education case managers are included in content training, Professional Learning Communities, and vertical team meetings.

Strategy's Expected Result/Impact: Increased content knowledge, collaborative partnerships between the co-teachers, increased student outcomes for special education students

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal

Problem Statements: Demographics 1

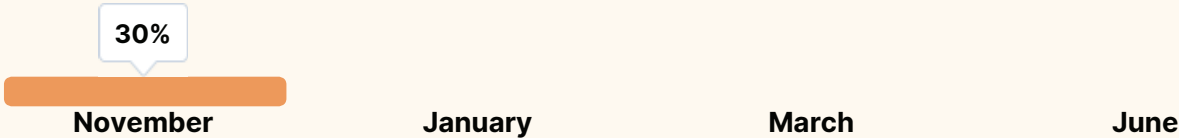
Funding Sources: Training 211 - Title I, Part A,

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Special Education students achieved 18% Meets in Reading and 11% Meets in Math based on the 2024-2025 A-F Accountability data.	Inconsistent co-teach models were utilized.

Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
10 29% of 1st grade students and 29% of 2nd grade students did not meet or exceed grade-level expectations for oral reading skills in English on end of year assessments for 2024-2025.	The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Performance Objective 8 **High Priority**

A.V. Cato will meet the Emergent Bilingual long-term target of 55% for English Language Proficiency, resulting in a 3 out of 4 point score by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, TELPAS, TELPAS

Strategy 1

Bilingual teachers will implement the English Language Development curriculum daily to increase the students' English language acquisition in reading, writing, speaking, and listening.

Strategy's Expected Result/Impact: Student progress in language acquisition as measured by TELPAS resulting in student reclassification

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Bilingual Coordinator, Bilingual Coach, Teachers

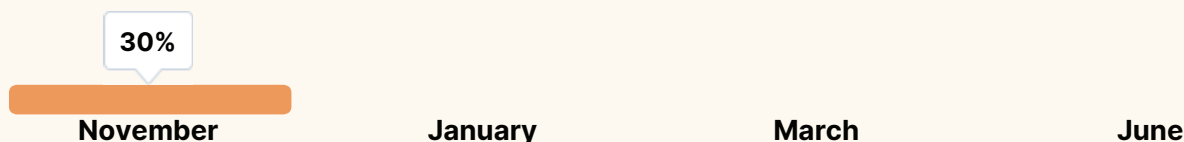
Problem Statements: Student Learning 6, 9, 10

Funding Sources: 211 - Title I, Part A, , 263 - Title III, LEP,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Teachers will provide students online practice for listening and speaking using a headphone with microphone to prepare our students for the online TELPAS assessment.

Strategy's Expected Result/Impact: Increased student performance on listening and speaking sections of TELPAS

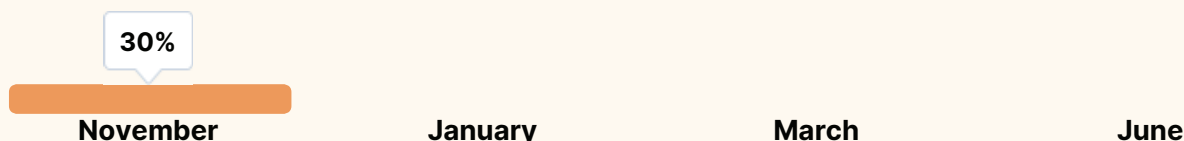
Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teachers

Problem Statements: Student Learning 1, 6, 9

Funding Sources: 199 - General Fund, , 211 - Title I, Part A, , 263 - Title III, LEP,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 8 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
6 STAAR 3rd grade Reading performance is 29% at Meets and 11% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.
9 50% of 2nd grade students are not Meeting grade level expectations in writing on the end of year assessment for 2024-2025.	This is due to students not yet mastering foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.
10 29% of 1st grade students and 29% of 2nd grade students did not meet or exceed grade-level expectations for oral reading skills in English on end of year assessments for 2024-2025.	The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.

Performance Objective 9 High Priority

A. V. Cato will decrease the number of zeros for Extended Constructed Responses by 10% in all Reading STAAR assessed areas by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, MAP, STAAR

Strategy 1 Targeted Support Strategy Results Driven Accountability

All teachers and support staff will attend WAVE Extended Constructed Response Coaching sessions, where they will be trained to confidently convey how to dissect STAAR prompts and guide students in crafting effective opening statements that avoid zeroes and low scores on Extended Constructed Responses.

Strategy's Expected Result/Impact: Reduced zeroes on Extended Constructed Responses

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Demonstration Teacher, and Reading Interventionist.

Problem Statements: Student Learning 1, 6, 7, 8

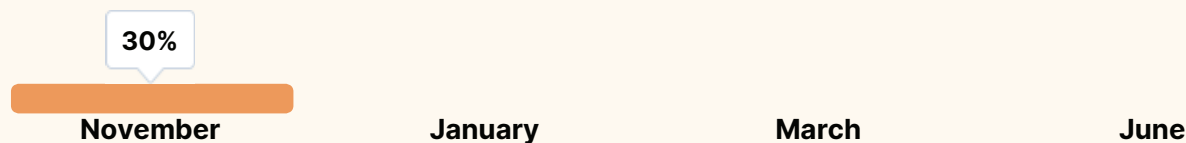
Funding Sources: 199 - General Fund,

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☒ Targeted Support Strategy ☒ Results Driven Accountability

All third grade ACE students will attend a writing bootcamp incorporating the Extended Constructed Response strategies to guide students in crafting effective opening statements that avoid zeroes and low scores on Extended Constructed Responses.

Strategy's Expected Result/Impact: Reduced zeroes on Extended Constructed Responses

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Demonstration Teacher, and Reading Interventionist.

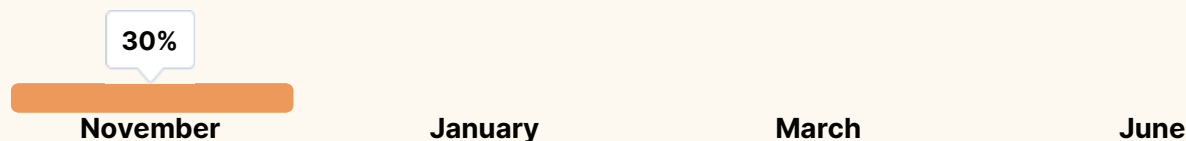
Problem Statements: Demographics 1 - Student Learning 8

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3 ☒ Targeted Support Strategy ☒ Results Driven Accountability

Intermediate writing teachers will administer cold-read Extended Constructed Responses (ECRs) from the guiding documents and disaggregate the resulting data to track and measure students' independent writing growth over time.

Strategy's Expected Result/Impact: Strengthened student writing skills and mastery of grade-level standards

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Academic Leader

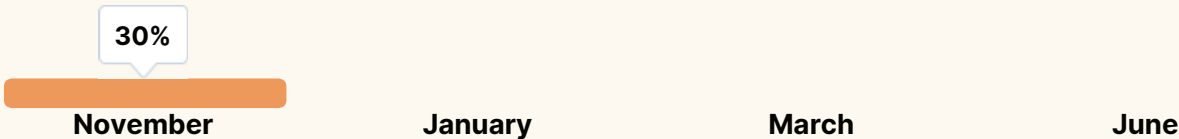
Problem Statements: Student Learning 1, 8, 9

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 9 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Special Education students achieved 18% Meets in Reading and 11% Meets in Math based on the 2024-2025 A-F Accountability data.	Inconsistent co-teach models were utilized.

Performance Objective 9 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
6 STAAR 3rd grade Reading performance is 29% at Meets and 11% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.
7 STAAR 5th grade Reading performance is 49% at Meets and 23% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.
8 On the Reading STAAR, too many students received a 0 out of 10 points on the extended constructed response (ECR).	The district's writing process needs to be updated and our teachers need training and coaching on these new processes.
9 50% of 2nd grade students are not Meeting grade level expectations in writing on the end of year assessment for 2024-2025.	This is due to students not yet mastering foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.

Performance Objective 10 High Priority

The percentage of special education students approaching grade level in all subjects will increase by 3% in each subject and grade level by June 2026.

Strategy 1 Targeted Support Strategy Results Driven Accountability

All special education teachers will participate in all content-specific professional development sessions attended by their general education counterparts to deepen their content knowledge, align instructional practices, and ensure high expectations for student learning across all settings.

Strategy's Expected Result/Impact: Increased rigorous and aligned instruction for special education students, increase in special education students approaching grade level across all tested subjects and grade levels

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Academic Leader

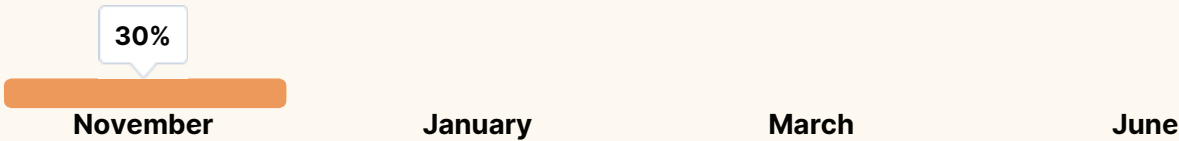
Problem Statements: Demographics 1

Funding Sources: 461 - Campus Activity Fund, , 199 - General Fund,

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2 Targeted Support Strategy Results Driven Accountability

Special education teachers will engage in ongoing collaborative planning and participate in grade-level and content-area PLCs alongside general education teachers to align instructional practices, ensure appropriate accommodations, and support the delivery of rigorous, standards-based instruction to students receiving special education services.

Strategy's Expected Result/Impact: Increased collaboration between special education and general education teachers, more cohesive, targeted, and aligned instruction, increase in special education students approaching grade level in all tested subjects

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Academic Leader

Problem Statements: Demographics 1

Funding Sources: 461 - Campus Activity Fund, , 199 - General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 3 ☒ Targeted Support Strategy ☒ Results Driven Accountability

The principal, campus academic leader, and two special education teachers (grades 3-5) will participate in Impact Collaborative meetings to disaggregate data, identify trends, and plan targeted strategies.

Strategy's Expected Result/Impact: Increase in special education students approaching grade level in all subjects

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Academic Leader

Problem Statements: Demographics 1

Funding Sources: 461 - Campus Activity Fund, , 199 - General Fund,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

50%

November

January

March

June

Strategy 4 ☒ Targeted Support Strategy ☒ Results Driven Accountability

By utilizing data from data walks, A.V. Cato will decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 2025-2026 school year.

Strategy's Expected Result/Impact: Increased use of high-yield strategies, improved instruction, increased student achievement

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 5 ☒ Targeted Support Strategy ☒ Results Driven Accountability

General education, special education, reading interventionist, and demonstration teachers will attend "Teaching Inference to the Literal Thinker in the Elementary Classroom" training provided by Special Education Specialists at Region XI.

Strategy's Expected Result/Impact: By the end of the session, participants will be able to identify at least three research-based strategies for teaching inference to literal thinkers which will result in more effective instruction and higher student performance.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Funding Sources: 199 - General Fund,

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Performance Objective 10 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Special Education students achieved 18% Meets in Reading and 11% Meets in Math based on the 2024-2025 A-F Accountability data.

Inconsistent co-teach models were utilized.

Goal 2 Advance Early Literacy, Early Numeracy, and College, Career, and Military Readiness: House Bill 3 Board Goals

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

The percentage of 3rd grade students that score "meets" on STAAR Reading will increase from 29% to 40% by June 2026.

Evaluation Data Source: CLI Engage, TX KEA, TPRI, Tejas Lee, writing benchmarks, STAAR

Strategy 1

AVC will monitor the acquisition of foundational skills by studying student work and tracking data toward skill-specific goals and adjusting instruction to meet specific needs. Resources to support the acquisition of foundational skills will be provided for teachers.

Strategy's Expected Result/Impact: Increased understanding and ability to teach components of foundational literacy skills

Staff Responsible for Monitoring: Principal, Campus Academic Leaders, Assistant Principal, District Coaches, Teachers

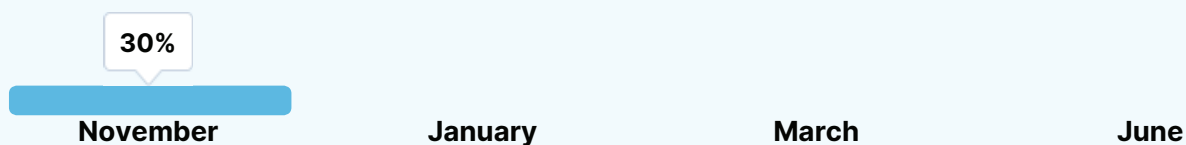
Problem Statements: Student Learning 1, 6, 9, 10

Funding Sources: 215 - Title I, Part D, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Monitor the effects of our structured literacy routines and comprehension lessons through Data Walks, 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 mastery of skills needed to meet or exceed grade-level reading expectations, increased teacher effectiveness for planning small-group instruction.

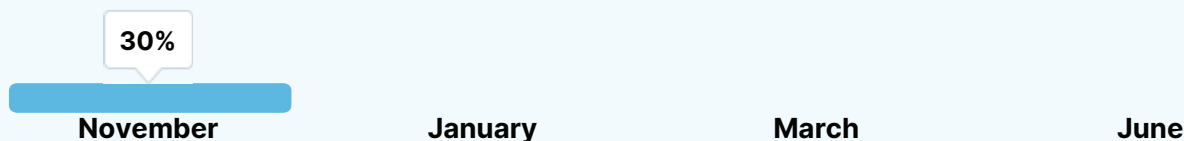
Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Coaches, Teachers

Problem Statements: Student Learning 9, 10

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

The campus librarian 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

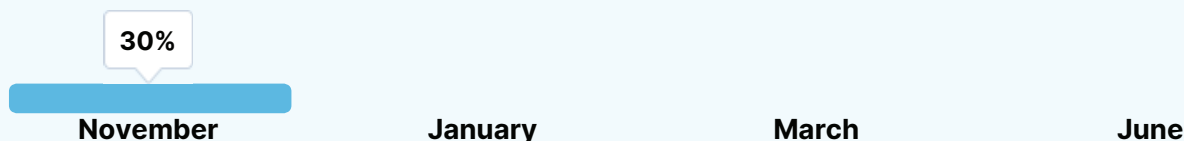
Staff Responsible for Monitoring: Librarian

Problem Statements: Student Learning 1, 10

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 4

Campus staff will analyze Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.

Strategy's Expected Result/Impact: Increased student performance in Early Literacy, STAAR scores

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, District Coaches, and Teachers

Problem Statements: Student Learning 1, 10, 11

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 5 ☒ Targeted Support Strategy ☒ Results Driven Accountability

Kindergarten, first grade, and second grade students will set reading fluency goals and monitor their own progress every Friday.

Strategy's Expected Result/Impact: Students meet and/or exceed literacy goals on fluency

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Demonstration Teacher, and Homeroom Teachers

Problem Statements: Student Learning 10

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

30%

November

January

March

June

Strategy 6 ☒ Results Driven Accountability

Kindergarten - 5th grade will use the IXL platform to increase their content knowledge and close academic gaps.

Strategy's Expected Result/Impact: Improved scores in all areas, increased teacher effectiveness and capacity

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers

Problem Statements: Student Learning 1, 10, 11

Funding Sources: IXL 21st Century Grant,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

30%

November

January

March

June

Strategy 7 ☒ Targeted Support Strategy ☒ Results Driven Accountability

The principal and assistant principal will conduct look for data walks during the structured literacy block and will participate in the Castleberry ISD Principals' Professional Learning Community (PLC) on a quarterly basis to collaborate and review structured literacy block walk-through data to identify next steps and establish consistent look-fors.

Strategy's Expected Result/Impact: Improved instructional practices, increase in percentage of 3rd grade students scoring at the "Meets" level on STAAR Reading

Staff Responsible for Monitoring: Principal, Assistant Principal

Problem Statements: Student Learning 6, 9, 10

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Strategy 8 ☒ Targeted Support Strategy ☒ Results Driven Accountability

Early literacy teachers will build student efficacy by tracking grade-level heart words throughout each instructional reading module. Students will develop automaticity in recognizing irregular words to improve reading fluency at their grade level. Progress will be monitored and assessed every three weeks.

Strategy's Expected Result/Impact: Increase in students' reading fluency

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers

Problem Statements: Student Learning 10

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
6	STAAR 3rd grade Reading performance is 29% at Meets and 11% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR. A large percentage of students did not receive points for their writing.
9	50% of 2nd grade students are not Meeting grade level expectations in writing on the end of year assessment for 2024-2025.	This is due to students not yet mastering foundational writing skills such as legible printing, spelling, and the conventions of print, inconsistent instructional practices throughout the district, and unclear grade-level expectations for writing.
10	29% of 1st grade students and 29% of 2nd grade students did not meet or exceed grade-level expectations for oral reading skills in English on end of year assessments for 2024-2025.	The rigor of Tier I instruction must be increased to align to the TEKS, unit assessments, and universal screeners. Instructional delivery needs to be further differentiated based on the acquisition of reading skills.
11	77% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024-2025.	Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

The percentage of 3rd grade students that score "meets" on STAAR Math will increase from 26% to 34% by June 2026.

Evaluation Data Source: CLI Engage, STEMScopes, STAAR, benchmarks

Strategy 1 ☒ Results Driven Accountability

Increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways.

Strategy's Expected Result/Impact: More in depth student knowledge of numeracy

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Teachers

Problem Statements: Student Learning 2, 11

Title I: 2.5.1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☒ Results Driven Accountability

Increase use of verbal discourse and critical writing to develop the mathematical language to express ideas and promote reasoning.

Strategy's Expected Result/Impact: Developed higher order math vocabulary, deeper understanding of math concepts

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

The vertical math team will meet to discuss guiding documents, instruction, materials, and analyze data.

Strategy's Expected Result/Impact: Deeper understanding of curriculum, strategies gained through collaboration, more effective Tier 1 instruction

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, and Teachers

Problem Statements: Student Learning 1, 2, 4, 11

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.	Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.
2	STAAR 3rd grade Math performance is 26% at Meets and 10% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
4	STAAR 5th grade Math performance is 45% at Meets and 18% at Masters based on data for the 2024-2025 A-F Accountability.	The rigor of Tier I instruction must be increased to align to unit assessments, benchmarks, and STAAR.
11	77% of our 1st grade students are Meeting grade level expectations on their end of year Early Numeracy Math Assessments for 2024-2025.	Teachers need more targeted professional learning in content and Tier 1 instructional strategies for STEMscopes Math, increased coaching for Tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

Goal 3 Enhance Trust and Confidence in the District through Effective Communication and Engagement

Performance Objective 1

A.V. Cato will send biweekly newsletters and updates to all stakeholders.

Evaluation Data Source: Parent Square, PTO-Facebook, AVC-Facebook, Remind, District Website

Strategy 1

Parent Square will be utilized by the campus to communicate information to all stakeholders including weekly staff newsletters and bi-weekly parent newsletters.

Strategy's Expected Result/Impact: Increased community awareness of campus focus areas and campus events

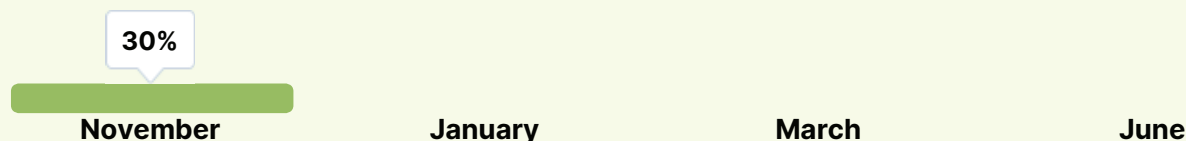
Staff Responsible for Monitoring: Principal, Counselor, Secretary, Librarian, Teachers

Problem Statements: School Processes & Programs 2 - Perceptions 1

Funding Sources: 199 - General Fund, , 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

During Meet the Teacher, two-way communication with families will be set up for Parent Square and parents will be encouraged to become an observer in Canvas.

Strategy's Expected Result/Impact: Increased communication and trust with parents, increased parent participation with student learning

Staff Responsible for Monitoring: Campus Administration, Staff, Teachers.

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families.

Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience and a focus on post secondary readiness should be included.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Success of parent involvement events are measured by attendance rather than by student performance and outcomes.

Lack of defined criteria for a successful parent involvement and engagement events.

Performance Objective 2

Increase attendance to 96% through timely effective communication, educating families, developing impactful relationships, and providing resources.

Evaluation Data Source: Average daily attendance, engagement with the social media posts, data from School Messenger

Strategy 1

AVC will maintain a school-wide tracker where teachers document phone calls for students when they have been absent.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Campus Administrators, Attendance Clerk

Problem Statements: Demographics 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

30%

November

January

March

June

Strategy 2

AVC will provide various incentives for attendance during the school year to all grade levels.

Strategy's Expected Result/Impact: Increased in attendance rate

Staff Responsible for Monitoring: Principal, Assistant Principal, and Attendance Clerk

Problem Statements: Demographics 2

Funding Sources: 199 - General Fund, , 461 - Campus Activity Fund, , 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

30%

November

January

March

June

Strategy 3

AVC will provide a fun and inviting environment at arrival daily for our students. Students will be greeted by teachers, paraprofessionals, and the administrative team with music playing and encouraging words.

Strategy's Expected Result/Impact: Increased welcoming atmosphere

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Counselor, Social Worker, Teachers

Problem Statements: Demographics 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

30%

November

January

March

June

Strategy 4

The Assistant Principal will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents.

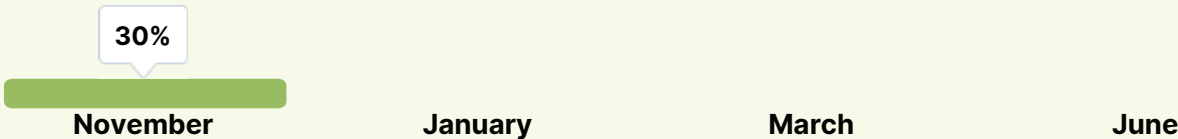
Strategy's Expected Result/Impact: Improvement in the daily average attendance rate, reduction of chronic absenteeism

Staff Responsible for Monitoring: Principal, Assistant Principal, Attendance Clerk

Problem Statements: Demographics 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 A.V. Cato met their attendance goal of 95% in 2024-2025. AV Cato will continue to increase the attendance rate with a new 2025-2026 goal of 96%.	AV Cato was very intentional about implementing attendance incentives, truancy procedures, and requirements for doctor's notes after 3 absences.

Performance Objective 3

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

Evaluation Data Source: Flyers/Advertisements of Events
Attendance sign-in sheets
Surveys - Feedback from parents
Parents Enrolled and Graduated - Parent University

Strategy 1

AVC will partner with ACE to provide attractive and REAL Family Engagement events and training sessions.

Strategy's Expected Result/Impact: Increased REAL Family Engagement

Staff Responsible for Monitoring: Campus administrators, counselor, and social worker

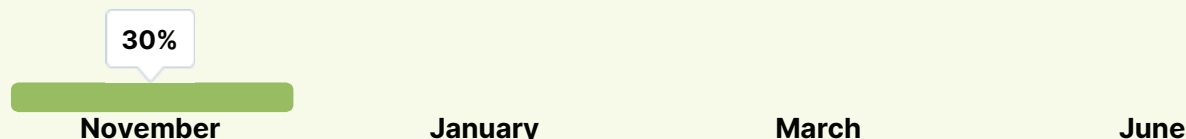
Problem Statements: School Processes & Programs 2 - Perceptions 1

Funding Sources: 211 - Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Through a variety of family engagement activities, AVC will strengthen relationships between home and school (including but not limited to, Granola with Grandparents, Story Book parade, Student-Led Conferences).

Strategy's Expected Result/Impact: Increased partnerships between families and school

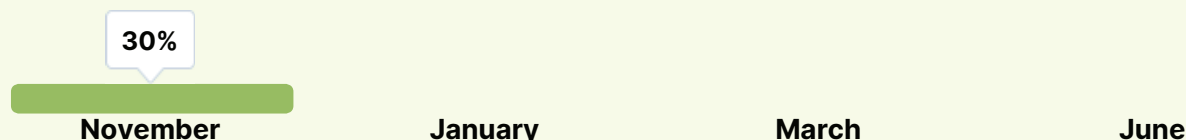
Staff Responsible for Monitoring: Campus administrators, counselor, social worker and teachers

Problem Statements: Perceptions 1

Funding Sources: 215 - Title I, Part D, , 461 - Campus Activity Fund,

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 3 ☒ Results Driven Accountability

AVC will hold a Curriculum Night to share and review student data and resources available to increase their student's success

Strategy's Expected Result/Impact: Increased parent and family involvement, increased student performance, decreased truancy

Staff Responsible for Monitoring: Campus Academic Leader, Assistant Principal, Principal

Problem Statements: School Processes & Programs 2 - Perceptions 1

Funding Sources: 461 - Campus Activity Fund, , 199 - General Fund, , 211 - Title I, Part A,

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress
November

January

March

June

Strategy 4

During the STAAR and future planning night at AVC, TLI and IMMS staff will provide information to parents regarding requirements and results of state assessments and how to support student learning at home. In addition, student and families will learn how performance at the elementary level impacts their schedule at the middle school.

Strategy's Expected Result/Impact: More informed parents and increased relationship between families and school

Staff Responsible for Monitoring: AVC and IMMS administrators, teachers, TLI

Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 1

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

January

March

June

Strategy 5

In order to build capacity and create an empowering culture, the campus will provide professional development on family engagement to all staff including, but not limited to: Title 1 Compact, Restorative Circles, REAL Family Engagement, and Trust Based Relational Interventions (TBRI). TBRI is a framework for helping students that have traumatic backgrounds.

Strategy's Expected Result/Impact: Improved teacher capacity

Staff Responsible for Monitoring: Campus administrators, counselor, social worker

Problem Statements: School Processes & Programs 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Accomplished



Accomplished



Accomplished

November

January

March

June

Strategy 6

A.V. Cato will hold a career day to introduce careers and discuss the academic training needed to reach their goals.

Strategy's Expected Result/Impact: Increased awareness of the steps required on the path to college, career, and military readiness

Staff Responsible for Monitoring: Principal, Campus Academic Leader, Assistant Principal, Counselors

Problem Statements: School Processes & Programs 2

Funding Sources: 199 - General Fund, , 461 - Campus Activity Fund,

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

January

March

June

Strategy 7

AVC will hold a Student Led Conference Day on October 27th for students to share their academic, behavioral, and attendance progress with their parents.

Strategy's Expected Result/Impact: Increased parent involvement in their student's education, increased ownership of students

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Teachers, Students

Problem Statements: Perceptions 1

Funding Sources: Supplies and Refreshments 211 - Title I, Part A,

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

A.V. Cato scored a 72 out of 100 in Domain I, Student Achievement based on 2024-2025 A-F Accountability data.

Tier I instruction must continue to be tightly aligned to the unit assessments, benchmarks, and STAAR.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

While A.V. Cato has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to increase to ensure connections are made with all families.

Additional REAL Family Engagement opportunities need to be added to performances to ensure that we have a captive audience and a focus on post secondary readiness should be included.

3

Training must be provided for staff to support them in creating an empowering culture between themselves, their students, and parents.

Family Engagement training for teachers is a Title 1 compliance requirement.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Success of parent involvement events are measured by attendance rather than by student performance and outcomes.

Lack of defined criteria for a successful parent involvement and engagement events.

Performance Objective 4

Promote and maintain a safe and healthy environment that fosters security and wellness at school for all students, staff and the community as measured by 100% completion of safety drills and passing the T.E.A. safety audit.

Strategy 1

Safety committee will meet four times a year to discuss safety issues, mandatory training, and complete school checklists

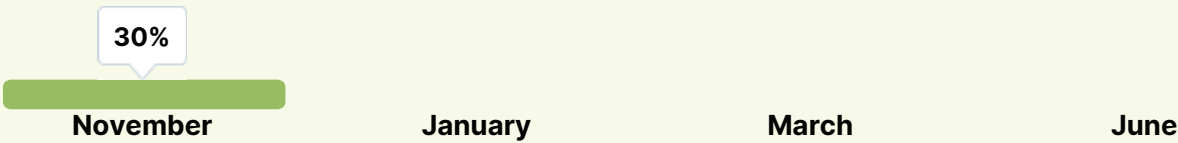
Strategy's Expected Result/Impact: Effective and efficient safety procedures for the school is the expected outcome

Staff Responsible for Monitoring: Safety Committee, Campus Academic Principal, Assistant Principal, and Principal

Problem Statements: School Processes & Programs 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

AVC will host "Play it Safe" program through The Women's Center of Tarrant County. The goal of the program is to raise awareness about physical and sexual abuse. Together we are empowering students to recognize, respond to, and report abuse.

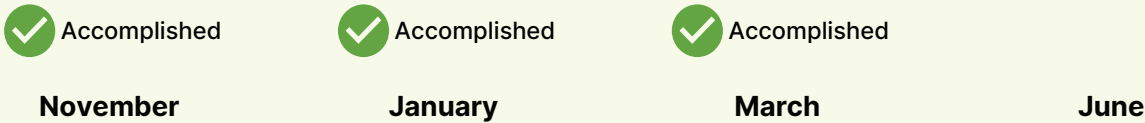
Strategy's Expected Result/Impact: Students knowing how to recognize, respond to, and report abuse, healthy school environment that fosters security and wellness at school

Staff Responsible for Monitoring: Principal, Counselor, Social Worker, Teachers, Counselor

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

AVC will refine campus wide behavior expectations through the use of PBIS, Restorative Practices, and CHAMPS.

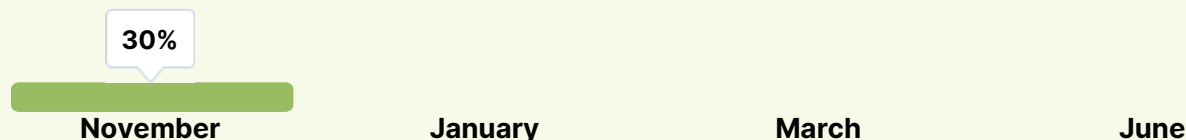
Strategy's Expected Result/Impact: Improved student behavior, fewer office referrals

Staff Responsible for Monitoring: Campus administrators, counselor, social workers, and teachers

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.), family engagement events, and crisis prevention responsive services.

Strategy's Expected Result/Impact: Reduction of student referrals for violent and/or socially irresponsible behavior

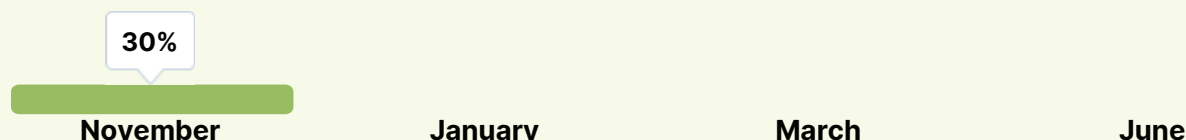
Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, Counselor, Social Workers

Problem Statements: Perceptions 2

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 5

Monitor campus discipline management plans for clear expectations, establishment of routines and procedures, implementation and monitoring of viable alternatives, and consistent expectations in commons areas and classrooms.

Strategy's Expected Result/Impact: Decreased number of student discipline referrals

Staff Responsible for Monitoring: Campus administrators and teachers

Problem Statements: Perceptions 2

Formative Reviews

30%

November

January

March

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 In compliance with state requirements, safety training, threat assessments, and drills must be completed to ensure all staff and students know what to do in an emergency.	New state safety and training requirements were recently mandated to address safety concerns.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Effective systems for campus procedures, discipline management, social emotional learning, bullying prevention, suicide prevention, drug use prevention, sexual abuse and harassment prevention, and other operational areas are in place at AVC.	Legal and local policies require that all campuses implement discipline management, social and emotional learning, bullying prevention, suicide prevention, and other preventative programs such as sexual harassment and abuse prevention and drug use prevention.

Goal 4 Implement Effective and Efficient Operations

Performance Objective 1

Continue to be fiscally responsible and remain within the allotted budget for the 2025-2026 school year.

Evaluation Data Source: Budget data

Strategy 1

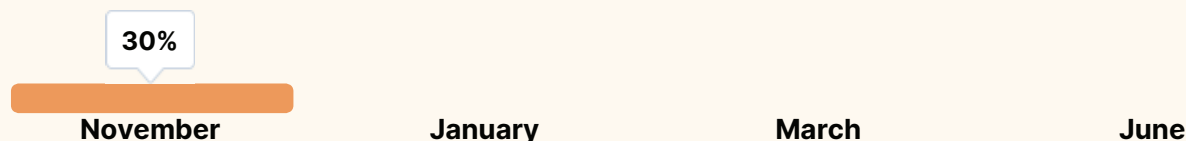
Follow the district procedures to collect money, purchase, and balance accounts to ensure a healthy budget to prepare for unexpected costs.

Strategy's Expected Result/Impact: Successful financial audits, money collection procedures, balanced budget, and correct procedures in Skyward

Staff Responsible for Monitoring: Teachers, Campus Academic Leader, Assistant Principal, Principal, Campus Secretary and Director of Maintenance

Problem Statements: School Processes & Programs 5

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 State funding for public education has not kept pace with inflation or the increasing needs of students. This creates challenges in maintaining programs. Budgets must be watched closely and carefully planned and executed.	Legislative cuts to school finance

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

A.V. Cato will continue to support a safe and orderly learning environment that ensures 100% of staff and students are trained on safety policies, procedures, and protocols by June 2026.

Strategy 1

Administrators will continue to actively work with teachers to improve the dismissal process, shorten the dismissal time, and ensure students safely leave the campus.

Strategy's Expected Result/Impact: Safe and orderly dismissal

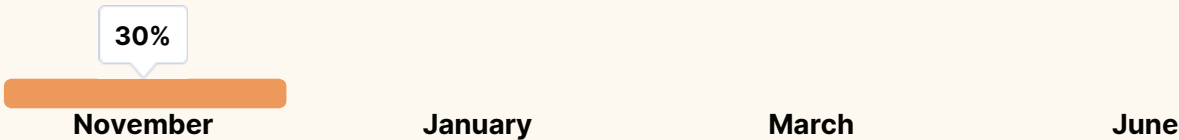
Staff Responsible for Monitoring: Teachers, Paraprofessionals, Counselor, Campus Academic Leader, Assistant Principal, and Principal

Problem Statements: Perceptions 2

Funding Sources: 199 - General Fund, , 211 - Title I, Part A,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

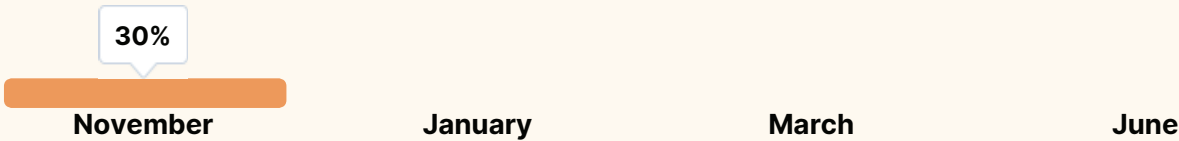
Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.

Strategy's Expected Result/Impact: Improved overall school safety for students, staff, and visitors, Clear and Concise Communication to all stakeholder

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, CISD Police Department, Safety & Security Coordinator, Campus Administrators

Problem Statements: School Processes & Programs 4

Formative Reviews



Strategy 3

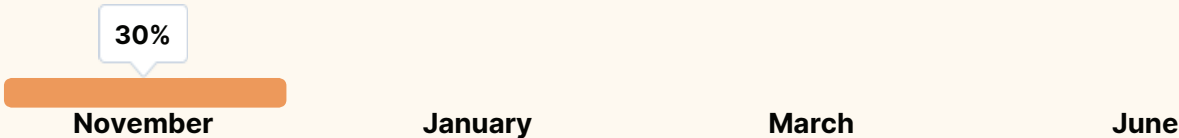
Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures.

Strategy's Expected Result/Impact: Improved student, staff, and parent communication before, during, and after emergencies

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, Communications Coordinator, CISD Police Department, Safety & Security Coordinator, Campus Administrators

Problem Statements: School Processes & Programs 4

Formative Reviews



Strategy 4

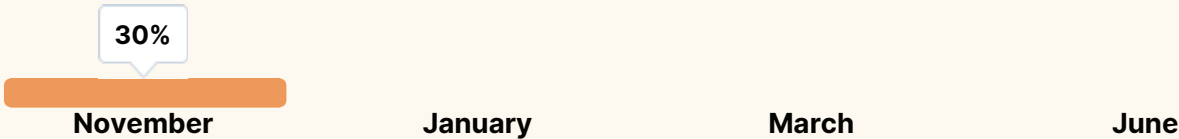
Over the course of the next year, the district will establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP).

Strategy's Expected Result/Impact: Clear & Concise Communication to all stakeholders

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities & Operations, CISD Police Department, Safety & Security Coordinator, Campus Administrators

Problem Statements: School Processes & Programs 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 In compliance with state requirements, safety training, threat assessments, and drills must be completed to ensure all staff and students know what to do in an emergency.	New state safety and training requirements were recently mandated to address safety concerns.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Effective systems for campus procedures, discipline management, social emotional learning, bullying prevention, suicide prevention, drug use prevention, sexual abuse and harassment prevention, and other operational areas are in place at AVC.	Legal and local policies require that all campuses implement discipline management, social and emotional learning, bullying prevention, suicide prevention, and other preventative programs such as sexual harassment and abuse prevention and drug use prevention.

Performance Objective 3

A.V. Cato will utilize BARR's framework for multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met and will be measured by completion of weekly meetings that include Small Block, Big Block, and Community Connect meetings throughout the school year.

Evaluation Data Source: Behavior and Counseling Data, BARR Spreadsheets

Strategy 1

Implement BARR's Social Emotional (SEL) lessons during the school day and in ACE.

Strategy's Expected Result/Impact: Reduce discipline referrals, counseling needs identified and provided

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Academic Leader, and Care Team

Problem Statements: Perceptions 2

Formative Reviews

30%

November

January

March

June

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Effective systems for campus procedures, discipline management, social emotional learning, bullying prevention, suicide prevention, drug use prevention, sexual abuse and harassment prevention, and other operational areas are in place at AVC.	Legal and local policies require that all campuses implement discipline management, social and emotional learning, bullying prevention, suicide prevention, and other preventative programs such as sexual harassment and abuse prevention and drug use prevention.