

Castleberry Independent School District



REACH High School

Accountability Rating: A

2025-2026 Campus Improvement Plan

Board Approval Date:
October 6, 2025

Mission Statement

REACH High School provides a supportive, individualized learning experience focused on developing personal, educational, and professional skills for a successful future.

Vision

At REACH High School, we work as a team to graduate as scholars while providing real-world learning opportunities for future goals.

Value Statement

Responsibility **E**mployability **A**chievement **C**itizenship **H**armony

We believe:

- Students are our most precious resource.
- Schools are a vital part of the community.
- Family is a fundamental source of one's values.
- Quality education makes for productive citizens and strong communities.
- Family, school, and community support directly impact the quality of education.
- Every individual is important and deserves time, opportunity, and support.
- A clean, safe, and orderly environment is essential for learning.
- Excellence and sustained exceptional performance come from a commitment to a clear vision and shared values which encourage collaboration and teamwork.
- Community Partnerships are imperative to grow the whole child.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics (2023–2024 TAPR Report)

REACH High School is a grades 9–12, at-risk, school-of-choice accelerated campus within Castleberry Independent School District. The campus, located approximately five miles west of downtown Fort Worth, serves a densely populated area of 5.5 square miles that includes the City of River Oaks (population 7,574), most of Sansom Park (population 4,776), and a small portion of the City of Fort Worth. The Trinity River borders the district on the west and south, the City of Fort Worth on the east, and Lake Worth on the north.

REACH High School operates with a small, focused staff of six members: one campus administrator, four classroom teachers (English, Mathematics, Science, and Social Studies), and one secretary/registrar. The REACH staff collectively provides personalized, standards-based instruction designed to meet the needs of students pursuing accelerated credit recovery or early graduation pathways.

According to the 2023–2024 Texas Academic Performance Report (TAPR), the campus continues to serve a 100% at-risk student population. The demographic composition of the campus is as follows:

Enrollment by Race/Ethnicity

- **Hispanic:** 70.6%
- **White:** 11.8%
- **African American:** 0.0%
- **American Indian:** 0.0%
- **Asian:** 2.9%
- **Two or More Races:** 5.9%

Enrollment by Student Group

- **Economically Disadvantaged:** 94.1%
- **Special Education:** 23.5%
- **Emergent Bilingual/English Learners:** 17.6%
- **At Risk:** 100%

REACH High School enrolls eligible students year-round through an open-enrollment process. Due to the accelerated nature of the program, student enrollment and demographic composition fluctuate throughout the school year as students complete graduation requirements.

Strengths

Demographics Narrative (Updated 2023–2024)

REACH High School is a grades 9–12, at-risk, school-of-choice accelerated campus within Castleberry Independent School District. Located approximately five miles west of downtown Fort Worth, REACH serves a compact 5.5-square-mile area that includes the City of River Oaks, most of Sansom Park, and a small portion of Fort Worth.

REACH High School strives to provide a rigorous, relevant, and personalized education to meet the needs of each student. With a student–teacher ratio designed for small class environments, students benefit from individualized instruction, timely interventions,

and accelerated learning opportunities. This focused structure enables students to recover credits efficiently or advance beyond their grade level, empowering them to reach graduation and postsecondary goals at an individualized pace.

According to the 2023–2024 Texas Academic Performance Report (TAPR), REACH High School continues to serve a 100% at-risk student population, with the following demographic composition:

- **Hispanic:** 70.6%
- **White:** 11.8%
- **African American:** 0.0%
- **American Indian:** 0.0%
- **Asian:** 2.9%
- **Two or More Races:** 5.9%
- **Economically Disadvantaged:** 94.1%
- **Special Education:** 23.5%
- **Emergent Bilingual/English Learners:** 17.6%

While serving a high-needs population presents unique challenges, the diversity, resilience, and determination of REACH students remain the campus's greatest strengths. The close-knit learning community fosters a strong sense of belonging and relational trust, as teachers, administrators, and families work collaboratively to surround each learner with academic, emotional, and social support.

REACH's demographic makeup offers a powerful opportunity to deliver culturally responsive instruction that reflects and honors the community it serves. Through its inclusive practices—especially in serving special education and emergent bilingual students—REACH High School demonstrates an unwavering commitment to meeting students where they are and empowering them to move forward with confidence and purpose.

At REACH High School, we believe that:

- Students are our most precious resource.
- Schools are a vital part of the community.
- Family is a fundamental source of one's values.
- Quality education makes for productive citizens and strong communities.
- Family, school, and community support directly impact the quality of education.
- Every individual deserves time, opportunity, and support.
- A clean, safe, and orderly environment is essential for learning.
- Excellence and sustained performance come from a commitment to shared values and collaboration.
- Community partnerships are imperative to grow the whole child.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.7%.	Root Cause: Many economically disadvantaged and Hispanic students face compounded barriers such as financial hardship, limited access to academic supports, and inconsistent engagement due to language, attendance, and family responsibilities, leading to higher dropout rates than their White peers.
2 ★ Students often enter REACH with social and emotional deficits or struggles with behavior, making a focus on academics, EOC testing, and graduation a challenge. The students must feel safe before they can thrive.	Many of the students that register at REACH have been exposed to trauma and challenges that interfere with learning.
3 ★ There is a lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities have been minimal (less than 5 events annually over the past school year).	Limited state and local campus funding has reduced the availability of resources to support college and career-readiness initiatives, resulting in fewer postsecondary exposure events, campus visits, and partnership opportunities for students.
4 ★ REACH High School experiences a high student mobility rate, with many students transferring mid-year from other campuses or districts. This disrupts instructional continuity and creates wide variation in academic readiness.	Students often arrive after struggling academically or behaviorally at previous campuses. A lack of early transition planning and communication between sending schools and REACH can delay placement in appropriate courses and interventions.
5 ★ The majority of REACH students are identified as at-risk due to credit loss, STAAR failures, or attendance issues, which significantly impact performance indicators like EOC "Meets" and graduation rates.	Systemic inequities and limited early intervention at feeder campuses result in delayed support; students are often transferred only after multiple challenges have accumulated.

6
★

Most new enrollees arrive significantly behind in credits, reducing time available to prepare for EOC exams, graduate with their cohort, and pursue advanced pathways.

A lack of early credit monitoring and proactive scheduling at home campuses leads to students being transferred after they have already fallen too far behind to easily recover.

★ = Priority

Student Learning

Summary

The preliminary A-F Accountability rating for 2024-2025 for REACH High School is 96% (A). Below is a table with preliminary results for each content area for 2024-2025 A-F Accountability:

STAAR Assessment	Performance Levels					
	Approaches 2023-2024	Approaches 2024-2025	Meets 2023-2024	Meets 2024-2025	Masters 2023-2024	Masters 2025-2024
English I	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%
English II	69%	60%	62%	50%	0%	0%
Algebra 1	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%
Biology	N/A%	N/A%	N/A%	N/A%	N/A%	N/A%
U.S. History	87%	96%	47%	39%	13%	4%

The data included below is based on the 2024-2025 Texas Academic Performance Report (TAPR). Attendance Rate: 84.4%

4 Year Graduation Rate: 97.7%

5 Year Graduation Rate: 95.6%

REACH High School has made notable strides in increasing the percentage of graduates classified as College, Career, or Military Ready (CCMR) over the past two years. In the 2024-2025 school year, 96.0% of our graduates met CCMR criteria, above the state average of 81.8%.

Strengths

REACH High School has demonstrated significant strengths in several key areas. The school achieved remarkable improvements in College, Career, or Military Readiness, increasing from 71% in 2022-2023 to 96% in 2023-2024, with a preliminary CCMR rate of 100% for 2025-2026. Students' success in ELA and History (60% meeting the approaches level), in addition to students' participation in Dual-Credit classes in the communications course.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.	Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.
2 In 2024-2025, Biology EOC scores decreased by 50% in the "Approaches" category.	There is a high mobility rate among testers enrolled at REACH.
3 ★ On the RLA STAAR/EOC, 100% of students will produce a complete extended constructed response (ECR) demonstrating comprehension of the prompt, use of textual evidence, and application of writing strategies.	Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.
4 ★ There was a drop in English II EOC scores from 2024 to 2025, specifically a 9% decrease in Approaches.	Students have below-grade-level reading proficiency, making it challenging for them to reach the Approaches' performance level on their STAAR EOC tests,
5 ★ During the 2024-2025 school year, U.S. History STAAR EOC performance at REACH High School declined. Approaches decreased from 96% to 87%, and only 39% of students met the "Meets" standard, compared to the district goal of 60%.	Many REACH students enroll mid-year or after struggling at previous campuses, arriving with significant literacy gaps. Limited foundational reading comprehension and writing proficiency hinder students' ability to analyze complex historical texts and respond to short- and extended-constructed response items at the rigor required for STAAR.

6
★

96% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

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

7
★

REACH High School has relied heavily on Texas College Bridge to support students in meeting college readiness benchmarks.

Current instructional supports and intervention structures are not thoroughly preparing students to independently meet college readiness standards, including success on exams such as the TSIA2, SAT, and other postsecondary placement assessments.

★ = Priority

School Processes & Programs

Summary

REACH High School provides students with self-paced, individualized, and accelerated instruction through a blend of direct-teach classes and computerized learning. The curriculum follows state and district guidelines, with each student issued a netbook to support academic access and credit recovery. The campus's goal is to ensure every student receives the necessary academic and social-emotional interventions to close learning gaps, pass state assessments, and feel equipped to meet their postsecondary aspirations, whether pursuing higher education, military service, or entering the workforce. In addition to rigorous academics, REACH incorporates the Character Strong education curriculum and a Yoga-based wellness program to strengthen students' social-emotional development, mindfulness, and overall well-being. Together, these initiatives foster resilience, self-awareness, and positive relationships among students and staff.

The REACH staff consists of nine highly qualified employees: one Principal, one Assistant Principal, one Secretary, five Teachers, and one Paraprofessional. This team works collaboratively within Professional Learning Communities (PLCs) to plan instruction, analyze student data, and address the four guiding questions of learning focused on student mastery and growth. Supported by the Teaching, Learning, and Innovation Department, PLCs emphasize timely interventions and accelerated learning in alignment with House Bill 1416. Leadership and shared decision-making occur through the Site-Based Decision-Making (SBDM) Committee, which includes representation from teachers, parents, and community members across River Oaks, Sansom Park, and Fort Worth. The campus also prioritizes teacher retention through competitive salaries, professional growth, and recognition programs.

Technology integration remains central to learning, with ongoing monitoring through the district's BrightBytes Modern Learning Survey, which measures progress in instruction, digital citizenship, and social-emotional learning. Collectively, these programs and processes embody REACH's mission to provide a supportive, engaging, and innovative learning environment that meets students where they are and empowers them to reach their full potential.

Strengths

REACH High School embraces a highly individualized learning experience. This is evidenced in distinct components: Programming Strengths; Instructional and Curricular Strengths; Technological Strengths.

Programming Strengths

- We schedule students individually;
- We strategically provide support for all STAAR EOC Exams as a built-in component to the instructional day;
- Students experience personalized reading/literacy support via Sirius and exposure to Texas College Bridge;
- We maintain small class sizes to effectively address learning gaps with small group and/or one-on-one instruction;
- Students are offered the opportunity to take tailored credit recovery classes for required classes.

Instructional and Curricular Strengths

- We align district and campus improvement plan goals;
- We implement and monitor Professional Learning Communities;
- We ensure curricular alignment through ongoing communication with TLI and the home campuses;

- We remain in lockstep with the home campuses when administering benchmark/unit assessments;
- We offer meaningful professional learning sessions;
- We continue to look for ways to widen the offerings for REACH High School students, i.e., dual credit/dual enrollment opportunities; and
- We ensure our students have access to technology.

Technological Strengths

- At REACH High School and across the district, all students have 1-to-1 technology access;
- Teachers have sharpened their technological skills through strategic staff development so that students can experience a transformative and meaningful education that leverages technology preparing them for post graduation realities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Student attendance has dropped below the 95% budget threshold.	Parents do not understand the importance of regular school attendance.
2 ★ Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches.	There is only one teacher per subject matter at REACH High School.
3 ★ Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth.	Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling and operational, and personnel challenges at REACH High School.
4 ★ Professional learning opportunities are offered, but the transfer of new instructional practices to classroom implementation is inconsistent.	Follow-up coaching and bite-sized feedback cycles after professional learning sessions are not systematically scheduled or monitored; leadership bandwidth limits the frequency of classroom support.
5 ★ Although online instructional tools (IXL, Writable, College Bridge) are available, data on teacher usage and student engagement are inconsistent, which limits their impact on targeted skill growth.	Clear accountability structures for monitoring use and integration of digital tools into daily instruction are not fully established; professional learning and follow-up coaching vary by teacher and content area.

6
★

While benchmark and Common formative assessment data are collected, structured data meetings and action planning are not consistently implemented to inform reteach and enrichment.

There is no campus-wide, systematic process for analyzing data at the standard/SE level; feedback loops between data analysis and instructional adjustments are inconsistent.

7
★

Although REACH High School students have shown gains in College, Career, and Military Readiness (CCMR), their access to a full range of advanced coursework, certifications, and career pathways remains limited compared to traditional high school settings.

Scheduling constraints, staffing limitations, and operational priorities at REACH High School have restricted the expansion of specialized CCMR-aligned courses and opportunities (e.g., industry-based certifications, dual credit, advanced CTE sequences), limiting students' ability to meet additional CCMR indicators.

★ = Priority

Perceptions

Summary

REACH High School has been established to provide a supportive environment for students to become successful in academics as well as in becoming productive, respectable community members. Expectations at REACH High School are high as it is a school of choice and has limited enrollment.

REACH High School strives to provide the finest education to our students. Through a highly tailored learning process, we provide a supportive, individualized learning experiences focused on developing personal, educational, and professional skills for a successful future.

Students enrolled in REACH High School are expected to assume responsibility by following five basic rules:

1. Students will show respect and consideration for their fellow students, the faculty, and the facility;
2. Students will make measurable academic improvement and progress at all times;
3. Students will bring their netbooks to school each day;
4. Students will attend school every day and be on time; and
5. Students will exhibit behavior consistent with the Campus and District Codes of Conduct including the Dress Code.

Surveys

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

Surveys include:

- Student Surveys throughout the school year;
- Staff Perception Surveys; and
- Parent and Community Surveys

The information garnered from these surveys is used to drive the decisions made in support of building and maintaining a positive school culture.

REACH High School relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement involves coordinating and planning jointly with the district, community, parents, and family members. The campus' Family Engagement Committee annually evaluates the content and effectiveness of previous events and programs to identify participation barriers to parents who may be economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority group, to design events meaningful and beneficial to all.

REACH High School partners with local colleges, business leaders, and philanthropic businesses and organizations to improve student achievement and school performance by seeking input from all stakeholders.

Creating a Safe and Secure Culture

- For the safety of all students and staff, the district's Police Department consists of five police officers and an investigative officer, under the leadership of Chief Provencio. Each

member of the police department is fully commissioned and has the same authority and jurisdiction as those in other law enforcement agencies. If incidents happen at school or during school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request assistance from the Castleberry ISD Police Department in cases of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol, or weapons violations, and fighting or physical violence. The department also includes a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and fire alarm systems.

- Safety drills include fire, tornado, evacuation, school bus evacuation, lockdown, and shelter-in-place drills. Duress and lockdown buttons are tested monthly during drills to ensure all equipment is functioning correctly.
- CISD supports the use of video cameras and vape detectors to enhance school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to reduce the potential for personal and district losses or property damage. Security camera recordings will be viewable only by authorized designees.
- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. To support that commitment, Castleberry ISD has equipped all campuses with an identification system to help protect students and staff. Intercept is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.

Strengths

Our Culture

The culture and climate at REACH High School is very welcoming. From the moment a student or visitor walks through the door, the individual is greeted in a pleasant and respectful manner. This cheerful disposition is carried over to our students who view REACH as a family.

At REACH, the staff embraces the district's expectation to:

- Cultivate an environment where students come first;
- Strive to make every single day a great learning experience for all students;
- Model high expectations for students, teachers, and staff;
- Work collaboratively with students, parents, and the community;
- Demonstrate professionalism, compassion, respect, and servant leadership; and
- Provide digital learning experiences.

In addition, REACH High School:

- is represented on the district Family Engagement Committee;
- hosts guest speakers to assist students and families with information regarding post-secondary career opportunities;
- invites guest speakers to provide students and families with information regarding resources in the community and beyond.

Safety and Security

- Participated in ongoing pop-up visits by the Interquest Detection Canine for Contraband Detection Team;
- Conducts all mandatory Safety Drills (Fire, Tornado, Lockdown, Shelter in Place, Nearby/ Remote Evacuation, School Bus Evacuation Drill) throughout the year;
- Implement the Standard Response Protocol (SRP);
- Submitted Fire Exit Drills and Fire Prevention Forms to Texas Department of Insurance maintaining 100% compliant;
- An upgraded video surveillance system to Video Insight. This system allows users to view all camera footage via the web as well as phone and tablet device applications;
- Installation of vape detectors located in the bathrooms;

- Provided district-wide safety professional development that included: Standard Response Protocol, Stop the Bleed Program, Human Trafficking, Self-Care, and Crisis Management;
- Prepared and delivered "Go Kits" (Stop the Bleed Program) to every classroom.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying;
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance with the district's procedures;
- Implementation of a locked exterior door and all interior vestibules for all campuses. Funding through the CISD Capital Improvements Projects; and
- Incorporated ideas and suggestions of the External Safety Audit into the department's safety measures and procedures.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Some students and families perceive that REACH High School does not offer the same level of college and postsecondary opportunities as traditional high schools (e.g., dual credit, campus visits, college and career events).	Limited visibility and communication about existing CCMR supports and college-readiness activities at REACH, along with fewer on-campus college events and field experiences compared to traditional campuses, reinforce the belief that REACH offers fewer college pathways.
2 ★ Students, families, and community members often perceive REACH High School primarily as a placement for students who are behind on credits or off track, rather than as a campus that supports individualized acceleration and postsecondary readiness.	Outreach and messaging have historically focused on credit recovery and alternative placement rather than highlighting success stories, advanced opportunities, and college/career readiness pathways. Limited public celebration of academic growth, CCMR attainment, and positive student outcomes reinforces this narrow view.
3 ★ REACH High School utilizes ParentSquare for announcements; however, engagement through Direct Messaging and access to secure documents are not consistently tracked, which limits insight into family communication and access to key student information.	No campus process exists to monitor and analyze ParentSquare engagement data, leaving gaps in measuring parent participation and document access.
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.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches.

There is only one teacher per subject matter at REACH High School.

2
★

Student attendance has dropped below the 95% budget threshold.

Parents do not understand the importance of regular school attendance.

3
★

There is a lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities have been minimal (less than 5 events annually over the past school year).

Limited state and local campus funding has reduced the availability of resources to support college and career-readiness initiatives, resulting in fewer postsecondary exposure events, campus visits, and partnership opportunities for students.

4
★

REACH High School experiences a high student mobility rate, with many students transferring mid-year from other campuses or districts. This disrupts instructional continuity and creates wide variation in academic readiness.

Students often arrive after struggling academically or behaviorally at previous campuses. A lack of early transition planning and communication between sending schools and REACH can delay placement in appropriate courses and interventions.

5
★

The majority of REACH students are identified as at-risk due to credit loss, STAAR failures, or attendance issues, which significantly impact performance indicators like EOC "Meets" and graduation rates.

Systemic inequities and limited early intervention at feeder campuses result in delayed support; students are often transferred only after multiple challenges have accumulated.

6
★

Most new enrollees arrive significantly behind in credits, reducing time available to prepare for EOC exams, graduate with their cohort, and pursue advanced pathways.

A lack of early credit monitoring and proactive scheduling at home campuses leads to students being transferred after they have already fallen too far behind to easily recover.

7
★

Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.

Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.

8
★

During the 2024-2025 school year, U.S. History STAAR EOC performance at REACH High School declined. Approaches decreased from 96% to 87%, and only 39% of students met the "Meets" standard, compared to the district goal of 60%.

Many REACH students enroll mid-year or after struggling at previous campuses, arriving with significant literacy gaps. Limited foundational reading comprehension and writing proficiency hinder students' ability to analyze complex historical texts and respond to short- and extended-constructed response items at the rigor required for STAAR.

9
★

REACH High School has relied heavily on Texas College Bridge to support students in meeting college readiness benchmarks.

Current instructional supports and intervention structures are not thoroughly preparing students to independently meet college readiness standards, including success on exams such as the TSIA2, SAT, and other postsecondary placement assessments.

10
★

There was a drop in English II EOC scores from 2024 to 2025, specifically a 9% decrease in Approaches.

Students have below-grade-level reading proficiency, making it challenging for them to reach the Approaches' performance level on their STAAR EOC tests,

11
★

Professional learning opportunities are offered, but the transfer of new instructional practices to classroom implementation is inconsistent.

Follow-up coaching and bite-sized feedback cycles after professional learning sessions are not systematically scheduled or monitored; leadership bandwidth limits the frequency of classroom support.

12
★

While benchmark and Common formative assessment data are collected, structured data meetings and action planning are not consistently implemented to inform reteach and enrichment.

There is no campus-wide, systematic process for analyzing data at the standard/SE level; feedback loops between data analysis and instructional adjustments are inconsistent.

13
★

Although REACH High School students have shown gains in College, Career, and Military Readiness (CCMR), their access to a full range of advanced coursework, certifications, and career pathways remains limited compared to traditional high school settings.

Scheduling constraints, staffing limitations, and operational priorities at REACH High School have restricted the expansion of specialized CCMR-aligned courses and opportunities (e.g., industry-based certifications, dual credit, advanced CTE sequences), limiting students' ability to meet additional CCMR indicators.

14
★

Some students and families perceive that REACH High School does not offer the same level of college and postsecondary opportunities as traditional high schools (e.g., dual credit, campus visits, college and career events).

Limited visibility and communication about existing CCMR supports and college-readiness activities at REACH, along with fewer on-campus college events and field experiences compared to traditional campuses, reinforce the belief that REACH offers fewer college pathways.

15
★

Students, families, and community members often perceive REACH High School primarily as a placement for students who are behind on credits or off track, rather than as a campus that supports individualized acceleration and postsecondary readiness.

Outreach and messaging have historically focused on credit recovery and alternative placement rather than highlighting success stories, advanced opportunities, and college/career readiness pathways. Limited public celebration of academic growth, CCMR attainment, and positive student outcomes reinforces this narrow view.

16
★

REACH High School utilizes ParentSquare for announcements; however, engagement through Direct Messaging and access to secure documents are not consistently tracked, which limits insight into family communication and access to key student information.

No campus process exists to monitor and analyze ParentSquare engagement data, leaving gaps in measuring parent participation and document access.

17
★

Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.7%.

Root Cause: Many economically disadvantaged and Hispanic students face compounded barriers such as financial hardship, limited access to academic supports, and inconsistent engagement due to language, attendance, and family responsibilities, leading to higher dropout rates than their White peers.

18
★

Students often enter REACH with social and emotional deficits or struggles with behavior, making a focus on academics, EOC testing, and graduation a challenge. The students must feel safe before they can thrive.

Many of the students that register at REACH have been exposed to trauma and challenges that interfere with learning.

19
★

96% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

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

20
★

On the RLA STAAR/EOC, 100% of students will produce a complete extended constructed response (ECR) demonstrating comprehension of the prompt, use of textual evidence, and application of writing strategies.

Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

21
★

Although online instructional tools (IXL, Writable, College Bridge) are available, data on teacher usage and student engagement are inconsistent, which limits their impact on targeted skill growth.

Clear accountability structures for monitoring use and integration of digital tools into daily instruction are not fully established; professional learning and follow-up coaching vary by teacher and content area.

22
★

Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth.

Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling and operational, and personnel challenges at REACH High School.

23
★

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.

★ = 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 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Alternative Education Accountability (AEA) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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



Goals

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

Performance Objective 1 High Priority

The percentage of students that score "meets" on STAAR EOC English 1 will increase from 18% to 40% by June 2026.

Evaluation Data Source: STAAR EOC Data
Quarterly Benchmarks
Common Formative Assessments
Checks for Understanding
MAP Testing Results
Student Work Products

Strategy 1

Ongoing professional learning and support will be provided by campus leadership and the Secondary Reading Language Arts Coordinator or Instructional Coach to focus on creating learning experiences that provide opportunities for students to enhance their skills to complete rigorous, TEKS-aligned tasks.

Strategy's Expected Result/Impact: Improved performance on Benchmarks and STAAR

Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Campus Principal, Teachers

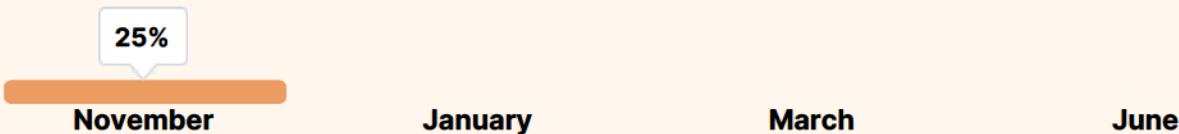
Problem Statements: Student Learning 1, 4, 5, 7

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

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Students will routinely read and analyze texts in English EOC classes for purpose, organization, main idea, supporting details, and inference.

Strategy's Expected Result/Impact: Increased reading scores resulting in a substantial success rating on the A-F Accountability System

Staff Responsible for Monitoring: Principal, Teacher

Problem Statements: Student Learning 1

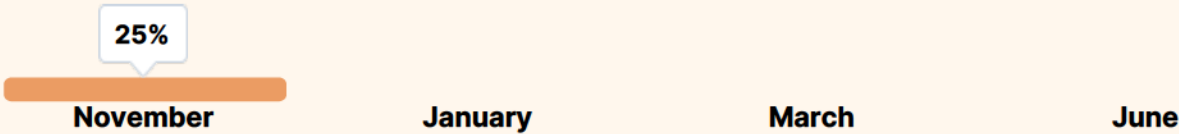
Funding Sources: 199 - General Fund,

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



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.	Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.
4 There was a drop in English II EOC scores from 2024 to 2025, specifically a 9% decrease in Approaches.	Students have below-grade-level reading proficiency, making it challenging for them to reach the Approaches' performance level on their STAAR EOC tests,
5 During the 2024-2025 school year, U.S. History STAAR EOC performance at REACH High School declined. Approaches decreased from 96% to 87%, and only 39% of students met the "Meets" standard, compared to the district goal of 60%.	Many REACH students enroll mid-year or after struggling at previous campuses, arriving with significant literacy gaps. Limited foundational reading comprehension and writing proficiency hinder students' ability to analyze complex historical texts and respond to short- and extended-constructed response items at the rigor required for STAAR.
7 REACH High School has relied heavily on Texas College Bridge to support students in meeting college readiness benchmarks.	Current instructional supports and intervention structures are not thoroughly preparing students to independently meet college readiness standards, including success on exams such as the TSIA2, SAT, and other postsecondary placement assessments.

Performance Objective 2 High Priority

The percentage of students that score "meets" on STAAR EOC English 2 will increase from 23% to 33% by June 2026.

Evaluation Data Source: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1

Students will meet with the English 2 teacher regularly to analyze performance data as well as co-design a personalized action plan for success.

Strategy's Expected Result/Impact:

Increased student achievement on Meets and Masters on the A-F Accountability System

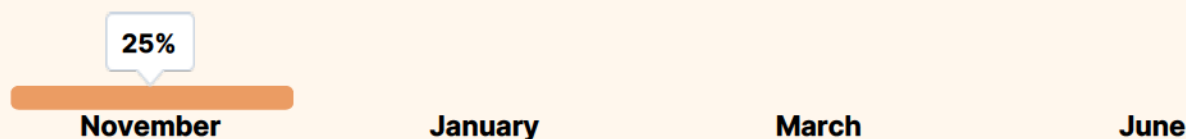
Staff Responsible for Monitoring: Campus Principal, Teachers

Problem Statements: Student Learning 1, 4

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

Title I: 2.5.1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews**Strategy 2**

Students will experience instruction that is grounded in content language acquisition through frequent interaction with vocabulary that has historically been embedded in state STAAR exams.

Strategy's Expected Result/Impact: Increased scores on assessments due to a better understand of questions

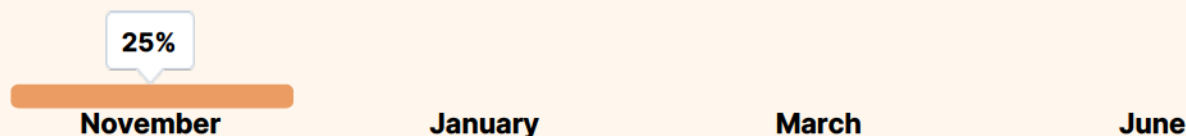
Staff Responsible for Monitoring: Campus Principal, Teachers

Problem Statements: Student Learning 1, 4

Funding Sources: Vocabulary materials and resources 199 - General Fund, , Vocabulary materials and resources 211 - Title I, Part A,

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 Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.	Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.
4 There was a drop in English II EOC scores from 2024 to 2025, specifically a 9% decrease in Approaches.	Students have below-grade-level reading proficiency, making it challenging for them to reach the Approaches' performance level on their STAAR EOC tests,

Performance Objective 3 High Priority

The percentage of students that score "meets" on STAAR EOC Algebra 1 will increase from 0% to 20% by June 2026.

Evaluation Data Source: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1

The Algebra EOC and Biology EOC classes will meet three and two times per week respectively. In doing so, student learning will strategically follow the pacing calendar with an intensified focus on essential TEKS standards.

Strategy's Expected Result/Impact: Increased performance on STAAR

Staff Responsible for Monitoring: Teacher, Campus Principal

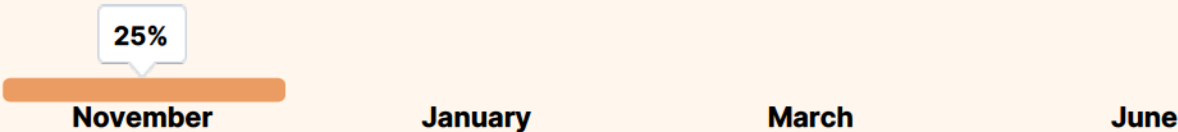
Problem Statements: Student Learning 1

Funding Sources: 199 - General Fund,

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

Students will meet with the Algebra 1 teacher regularly to analyze data, and generate a plan for success that is defined by meeting expectations of the Algebra 1 STAAR assessment and acquiring high school credits leading to graduation.

Strategy's Expected Result/Impact: Strengthened overall reading and writing skills resulting in an increase in achievement

Staff Responsible for Monitoring: Principal, Teachers

Problem Statements: Student Learning 1

Funding Sources: 199 - General 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

5%

November

January

March

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.

Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.

Performance Objective 4 ☒ High Priority

The percentage of students that score "meets" on STAAR EOC Biology will increase from 50% to 60% by June 2026.

Evaluation Data Source: STAAR EOC Data
Quarterly Benchmarks
Common Formative Assessments
Checks for Understanding
MAP Testing Results
Student Work Products

Strategy 1

The Reach Biology teacher will increase the use of the Claim, Evidence, Reasoning (CER) framework as outlined in the Biology guiding documents, including data and diagrams, for each concept to develop deep understanding and application.

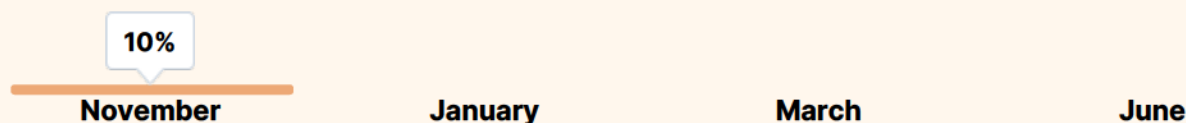
Strategy's Expected Result/Impact: Increased Student Performance

Staff Responsible for Monitoring: Campus Administrators, Biology Teacher

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

The REACH Biology teacher will implement the weekly spiral reviews incorporated into the High School Biology guiding documents including student-led retrieval activities like brain dumps, concept mapping, modeling, and peer explanations.

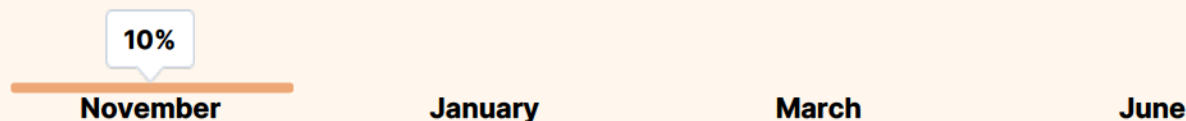
Strategy's Expected Result/Impact: Improved Student Performance

Staff Responsible for Monitoring: Biology Teacher

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

The REACH Biology teacher will consistently model and reinforce the use of a consistent test-taking strategy (RULES) and procedures with students during all practice activities and formal assessments.

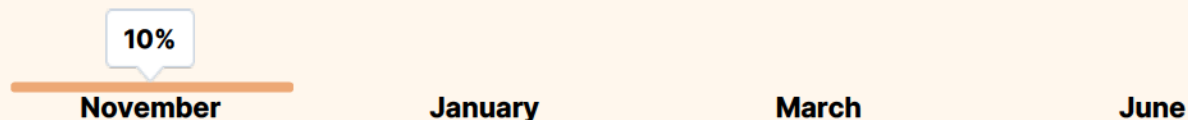
Strategy's Expected Result/Impact: Improved Student Performance

Staff Responsible for Monitoring: Biology Teacher

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5 ☒ High Priority

The percentage of students that score "meets" or "masters" on STAAR EOC U.S. History will increase from 29% to 40% by June 2026.

Evaluation Data Source: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios.

Strategy 1

The U.S. History Teacher will implement short assessments with STAAR released questions to monitor student progress.

Strategy's Expected Result/Impact: Increased student achievement

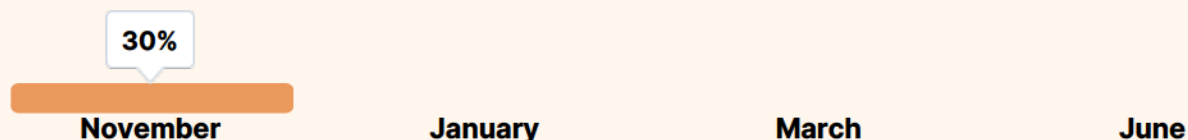
Staff Responsible for Monitoring: U.S. History Teacher

Problem Statements: Student Learning 1, 5

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.	Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.
5	During the 2024-2025 school year, U.S. History STAAR EOC performance at REACH High School declined. Approaches decreased from 96% to 87%, and only 39% of students met the "Meets" standard, compared to the district goal of 60%.	Many REACH students enroll mid-year or after struggling at previous campuses, arriving with significant literacy gaps. Limited foundational reading comprehension and writing proficiency hinder students' ability to analyze complex historical texts and respond to short- and extended-constructed response items at the rigor required for STAAR.

Performance Objective 6 High Priority

The number of zeros for Extended Constructed Responses will decrease by 10% English I and English II STAAR EOC exams by June 2026.

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

Strategy 1

The district and campus will provide TEKS-aligned online resources including, but not limited to IXL and writeable, as well as materials and professional learning for hands-on activities that are adaptable for REACH High School. Writeable will be used to score student writing and calibrate to provide student with strategic feedback.

Strategy's Expected Result/Impact: Increased student performance in the core subjects

Staff Responsible for Monitoring: TLI Content Coordinator, Instructional Coaches, Principal

Problem Statements: Student Learning 1, 3 - School Processes & Programs 5

Funding Sources: Materials and Resources 410- IMA , Materials and Resources 211 - Title I, Part A,

Title I: 2.5.1

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

Formative Reviews

25%

November

January

March

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.

Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.

3

On the RLA STAAR/EOC, 100% of students will produce a complete extended constructed response (ECR) demonstrating comprehension of the prompt, use of textual evidence, and application of writing strategies.

Additional explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback is needed.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

Although online instructional tools (IXL, Writable, College Bridge) are available, data on teacher usage and student engagement are inconsistent, which limits their impact on targeted skill growth.

Clear accountability structures for monitoring use and integration of digital tools into daily instruction are not fully established; professional learning and follow-up coaching vary by teacher and content area.

Performance Objective 7 ☒ High Priority

The overall number of EOC re-testers will decrease in all areas by at least 30% by June 2026.

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

Strategy 1

Campus administration will support the REACH teachers in creating and monitoring Checks for Understanding to ensure students can transfer knowledge from classroom activities to STAAR-

formatted questions.

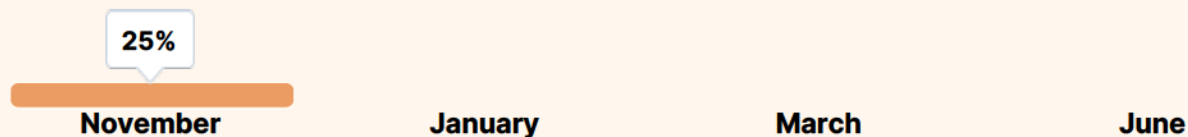
Strategy's Expected Result/Impact: Increased student performance on all STAAR tests

Staff Responsible for Monitoring: Teaching, Learning, and Innovation Staff, Campus Principal

Problem Statements: School Processes & Programs 2, 6

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

Formative Reviews



Strategy 2

100% of REACH teachers will Implement the Lesson Internalization Framework.

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

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

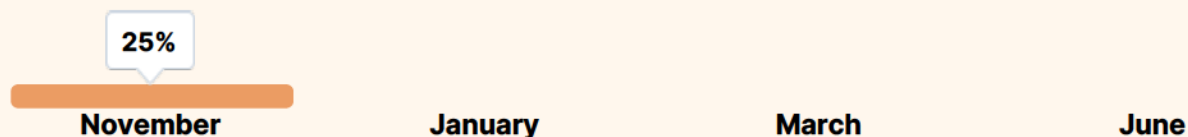
Problem Statements: Student Learning 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Using Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding, the teachers and students will identify individual strengths and weaknesses in highly tested TEKS and create individualized action plans.

Strategy's Expected Result/Impact: Focused instruction, increased achievement

Staff Responsible for Monitoring: Principal, Teachers

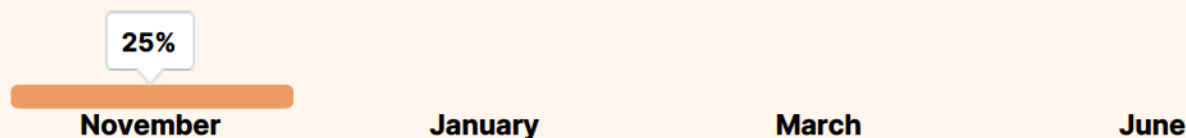
Problem Statements: Student Learning 1

Funding Sources: 199 - General Fund,

Title I: 2.5.1

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

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.	Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Teachers have reduced access to peers of the same subject or specialty to discuss content-specific instructional resources and approaches.	There is only one teacher per subject matter at REACH High School.
6 While benchmark and Common formative assessment data are collected, structured data meetings and action planning are not consistently implemented to inform reteach and enrichment.	There is no campus-wide, systematic process for analyzing data at the standard/SE level; feedback loops between data analysis and instructional adjustments are inconsistent.

Performance Objective 8 ☒ High Priority

REACH High School will increase the 4-year graduation rate from 97.3% to 97.4%.

Evaluation Data Source: STAAR EOC data, Common Assessments, Benchmarks, Formative Assessments, Student Artifacts, and Student Portfolios

Strategy 1

Students will meet with the teachers regularly and on an individual basis, to analyze data, generate a plan for success, and monitor progress toward graduation and post secondary learning.

Strategy's Expected Result/Impact: Focused instruction, increased student achievement

Staff Responsible for Monitoring: Principal, Teachers

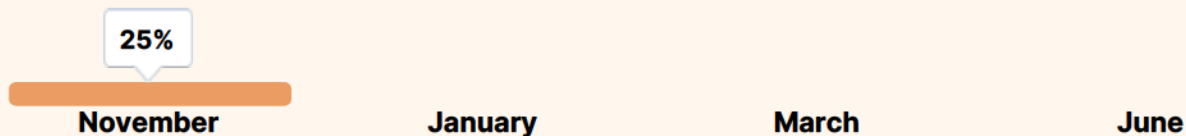
Problem Statements: Demographics 5

Funding Sources: 199 - General Fund,

Title I:

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

Formative Reviews



Strategy 2

Students will be offered a goal-oriented graduation plan which includes a timeline requiring students to work independently through strategic means such as engaging in school work during evenings and weekends to meet their goals.

Strategy's Expected Result/Impact: Students completing classes quicker and graduating on time

Staff Responsible for Monitoring: Principal, Teachers

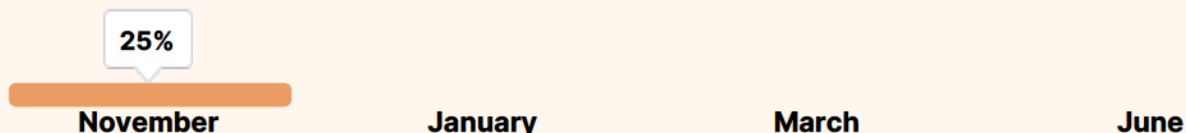
Problem Statements: Demographics 3

Funding Sources: 199 - General Fund,

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

A student tracker will be maintained, daily, that includes classes currently enrolled, classes

needed, classes completed, current credits, cohort, EOC status, special pops, post secondary plans, and graduation completion goal.

Strategy's Expected Result/Impact: Students graduate within 4-year cohort, increased graduation rate

Staff Responsible for Monitoring: Principal, Teachers

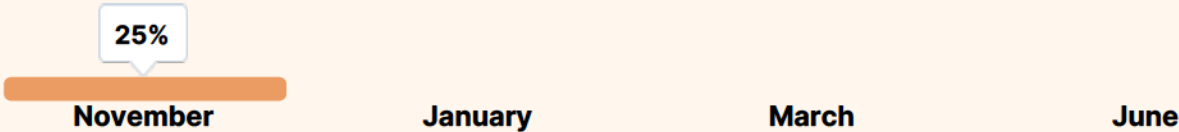
Problem Statements: Demographics 3 - School Processes & Programs 3, 7

Funding Sources: 199 - General Fund,

Title I:

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

The principal will conduct individualized goals and strategies conferences with students to monitor attendance and graduation goals as needed but at a minimum three times per year.

Strategy's Expected Result/Impact: Increased percentage of students graduating within 4-years

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Demographics 5, 6 - School Processes & Programs 1

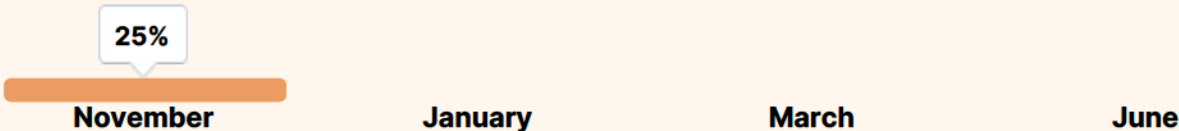
Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

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

Formative Reviews



Strategy 5

Student-led Conferenced comprised of student/parent/teacher will be held on October 27, 2025 and on February 2, 2026.

Strategy's Expected Result/Impact: Strengthened partnership between students, parents, and teachers toward graduation

Staff Responsible for Monitoring: Principal, Teachers

Problem Statements: Perceptions 1, 2

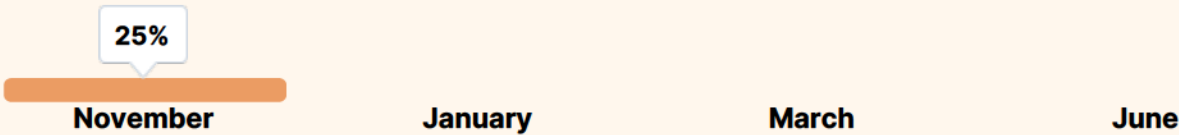
Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

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

Formative Reviews



Strategy 6

Leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored on an on-going basis.

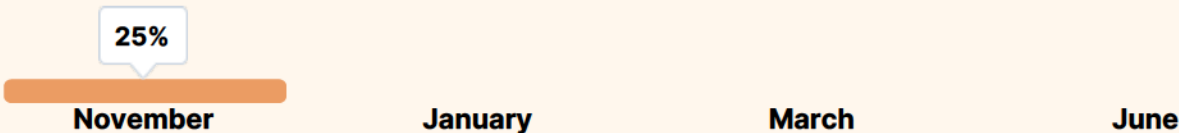
Strategy's Expected Result/Impact: The drop-out rate at REACH will continue to be 0%

Staff Responsible for Monitoring: Campus Principal, Management Information Systems Coordinator, Lead Attendance Officer, Student Advocate Specialist

Problem Statements: Demographics 4, 5, 6

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 7

Qualifying students will be allowed to meet with an Individual Graduation Committee (IGC) after attempting each EOC test at least once in order to free their schedule from EOC assistance classes allowing more time to finish required classes and graduate with their cohort.

Strategy's Expected Result/Impact: Students will be able to graduate with 4-year cohort

Staff Responsible for Monitoring: Campus Principal, District Assessment Coordinator, Advanced Academics Coordinator

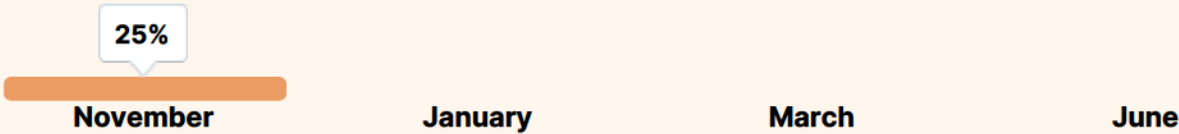
Problem Statements: Demographics 5, 6

Funding Sources: 199 - General Fund,

Title I: 2.5.1

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

Formative Reviews



Strategy 8

The campus principal and assistant principal will conduct data walks each week and provide bite sized actionable feedback for teachers.

Strategy's Expected Result/Impact: Increased teacher effectiveness

Staff Responsible for Monitoring: Campus Principal

Problem Statements: School Processes & Programs 4

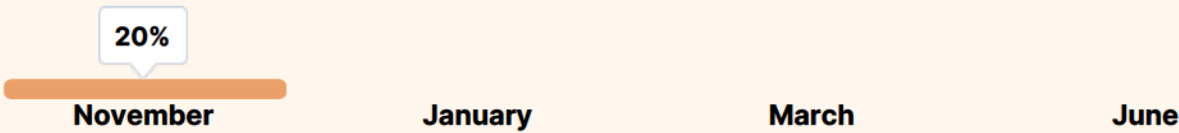
Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews



Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement	Root Cause
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3

There is a lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities have been minimal (less than 5 events annually over the past school year).

Limited state and local campus funding has reduced the availability of resources to support college and career-readiness initiatives, resulting in fewer postsecondary exposure events, campus visits, and partnership opportunities for students.

4

REACH High School experiences a high student mobility rate, with many students transferring mid-year from other campuses or districts. This disrupts instructional continuity and creates wide variation in academic readiness.

Students often arrive after struggling academically or behaviorally at previous campuses. A lack of early transition planning and communication between sending schools and REACH can delay placement in appropriate courses and interventions.

5

The majority of REACH students are identified as at-risk due to credit loss, STAAR failures, or attendance issues, which significantly impact performance indicators like EOC "Meets" and graduation rates.

Systemic inequities and limited early intervention at feeder campuses result in delayed support; students are often transferred only after multiple challenges have accumulated.

6

Most new enrollees arrive significantly behind in credits, reducing time available to prepare for EOC exams, graduate with their cohort, and pursue advanced pathways.

A lack of early credit monitoring and proactive scheduling at home campuses leads to students being transferred after they have already fallen too far behind to easily recover.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student attendance has dropped below the 95% budget threshold.

Parents do not understand the importance of regular school attendance.

3

Although there have been gains, students enrolled at REACH High School have limited access to a full menu of course options that support CCMR growth.

Course offerings that support CCMR development have not been made accessible to REACH students because of scheduling and operational, and personnel challenges at REACH High School.

Professional learning opportunities are offered, but the transfer of new instructional practices to classroom

Follow-up coaching and bite-sized feedback cycles after professional learning sessions are not systematically

4

implementation is inconsistent.

scheduled or monitored; leadership bandwidth limits the frequency of classroom support.

7

Although REACH High School students have shown gains in College, Career, and Military Readiness (CCMR), their access to a full range of advanced coursework, certifications, and career pathways remains limited compared to traditional high school settings.

Scheduling constraints, staffing limitations, and operational priorities at REACH High School have restricted the expansion of specialized CCMR-aligned courses and opportunities (e.g., industry-based certifications, dual credit, advanced CTE sequences), limiting students' ability to meet additional CCMR indicators.

Performance Objective 8 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Some students and families perceive that REACH High School does not offer the same level of college and postsecondary opportunities as traditional high schools (e.g., dual credit, campus visits, college and career events).

Limited visibility and communication about existing CCMR supports and college-readiness activities at REACH, along with fewer on-campus college events and field experiences compared to traditional campuses, reinforce the belief that REACH offers fewer college pathways.

2

Students, families, and community members often perceive REACH High School primarily as a placement for students who are behind on credits or off track, rather than as a campus that supports individualized acceleration and postsecondary readiness.

Outreach and messaging have historically focused on credit recovery and alternative placement rather than highlighting success stories, advanced opportunities, and college/career readiness pathways. Limited public celebration of academic growth, CCMR attainment, and positive student outcomes reinforces this narrow view.

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

REACH High School College, Career, and Military (CCMR) Readiness measure will be maintained at 99% or increase by June 2026.

Evaluation Data Source: A-F Accountability Data, Cohort Data Tracking System

Strategy 1

The campus principal will utilize a cohort data tracking system to monitor CCMR measures met by individual students.

Strategy's Expected Result/Impact: Increased support and assistance for students with CCMR opportunities

Staff Responsible for Monitoring: Campus Principal

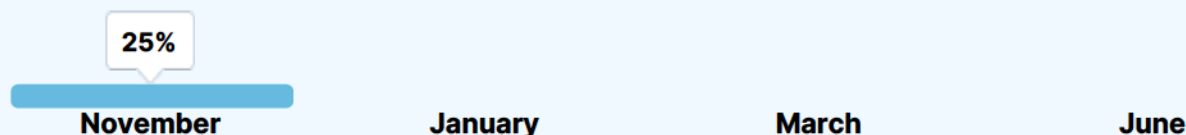
Problem Statements: School Processes & Programs 7 - Perceptions 1

Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews



Strategy 2

The campus principal will assist each student with post-secondary goals, via multiple meetings, to assure students have all the resources needed to meet their goals.

Strategy's Expected Result/Impact: Increase in CCMR attainment and post-secondary enrollment

Staff Responsible for Monitoring: Campus Principal

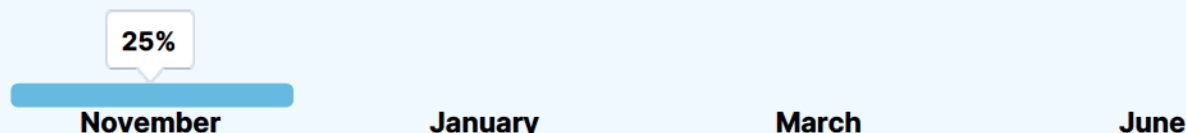
Problem Statements: Demographics 3 - School Processes & Programs 7 - Perceptions 1

Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews



Strategy 3

The campus principal will maintain credentials in order to test students for the TSIA2 to offer multiple testing opportunities for juniors and seniors.

Strategy's Expected Result/Impact: Increase in CCMR measures

Staff Responsible for Monitoring: Campus Principal

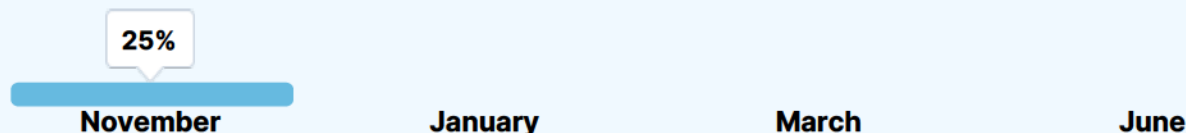
Problem Statements: Student Learning 6, 7

Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews



Strategy 4

Prior to graduation, the campus principal will administer the TSIA2, multiple times if needed, in addition to assisting each student with college applications, scholarships, and financial aid.

Strategy's Expected Result/Impact: Increase in CCMR attainment and post-secondary enrollment

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 7

Funding Sources: 199 - General Fund,

Formative Reviews

25%

November

January

March

June

Strategy 5

All students will complete the Texas College Bridge Math and Reading courses and will be offered multiple on-campus opportunities to take the TSIA2, SAT, and PSAT.

Strategy's Expected Result/Impact: Increase in students meeting CCMR requirements

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 7 - Perceptions 1

Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews

25%

November

January

March

June

Strategy 6

During advisory, guest speakers from the military, colleges, trade schools, career exploration, post graduation mentors, and other CCMR resources, will present to students the benefits and information regarding their institute or program.

Strategy's Expected Result/Impact: Increase in students reaching post graduation success

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Demographics 3

Funding Sources: 199 - General Fund,

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

25%

November

January

March

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 There is a lack of exposure to post-secondary learning institutions, colleges, universities, and trade schools despite encouraging students to explore opportunities after high school. Historically, events and/or trips related to post-graduation opportunities have been minimal (less than 5 events annually over the past school year).	Limited state and local campus funding has reduced the availability of resources to support college and career-readiness initiatives, resulting in fewer postsecondary exposure events, campus visits, and partnership opportunities for students.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
6 96% of high school students did not score at or above the college level on SAT, ACT, or TSIA.	Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.
7 REACH High School has relied heavily on Texas College Bridge to support students in meeting college readiness benchmarks.	Current instructional supports and intervention structures are not thoroughly preparing students to independently meet college readiness standards, including success on exams such as the TSIA2, SAT, and other postsecondary placement assessments.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 Although REACH High School students have shown gains in College, Career, and Military Readiness (CCMR), their access to a full range of advanced coursework, certifications, and career pathways remains limited compared to traditional high school settings.	Scheduling constraints, staffing limitations, and operational priorities at REACH High School have restricted the expansion of specialized CCMR-aligned courses and opportunities (e.g., industry-based certifications, dual credit, advanced CTE sequences), limiting students' ability to meet additional CCMR

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Some students and families perceive that REACH High School does not offer the same level of college and postsecondary opportunities as traditional high schools (e.g., dual credit, campus visits, college and career events).	Limited visibility and communication about existing CCMR supports and college-readiness activities at REACH, along with fewer on-campus college events and field experiences compared to traditional campuses, reinforce the belief that REACH offers fewer college pathways.

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

Performance Objective 1

REACH High School will align with the Castleberry ISD Brand Manual in all of its outreach efforts throughout the 2025-2026 School Year.

Evaluation Data Source: Completed campus-based brand manual that is made to school administration and secretary for all communications both internal and external.

Strategy 1

The principal will use the district's Graphic Design in campus communications.

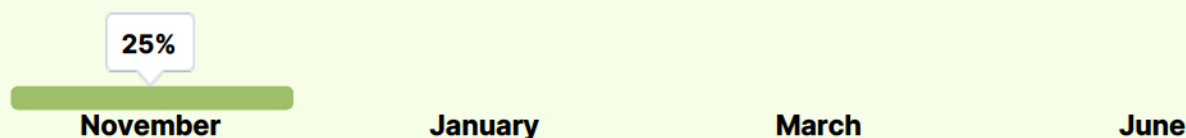
Strategy's Expected Result/Impact: Communication placed on branded letterhead and templates

Staff Responsible for Monitoring: Principal, Secretary

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Ensure campus documents and communications are branded correctly.

Strategy's Expected Result/Impact: Messaging and branding aligned with Castleberry ISD.

Staff Responsible for Monitoring: Principal, Secreatry

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberJanuaryMarchJune

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 REACH High School utilizes ParentSquare for announcements; however, engagement through Direct Messaging and access to secure documents are not consistently tracked, which limits insight into family communication and access to key student information.	No campus process exists to monitor and analyze ParentSquare engagement data, leaving gaps in measuring parent participation and document access.

Performance Objective 2

By June 2026, REACH High School will retain at least 95% of current students and increase student transfers by 5%, specifically from Castleberry High School and out-of-district schools, through effective communication with families and stakeholders in both the district and surrounding communities.

Evaluation Data Source: Enrollment Data

Strategy 1

Develop and distribute information regarding potential transfers from Castleberry High School to REACH High School via clearly defined steps illustrated on the website as well as in paper pamphlets to help facilitate the application process in both English and Spanish.

Strategy's Expected Result/Impact: Facilitation of application process

Staff Responsible for Monitoring: Campus Principal, Secretary

Problem Statements: Demographics 6

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

50%

Strategy 2

Provide current students and families with ongoing opportunities to contribute to the improvement of how we do things at REACH High School through open lines of communication and through questionnaires sent home, posted to the newsletter, The Weekly Wrap-Up, or sent to families via email or through Parent Square.

Strategy's Expected Result/Impact: Increased sense of validation for families

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Demographics 4, 5, 6

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

25%

November

January

March

June

Strategy 3

Research possibilities for a flexible schedule for students at REACH to increase student enrollment, completion, and graduation.

Strategy's Expected Result/Impact: Increased enrollment, increased percentage of students graduating from REACH, decreased district dropout rate

Staff Responsible for Monitoring: Executive Director of Educational leadership, CTE Coordinator, College and Career Advisor, Principal

Problem Statements: Demographics 5, 6

Formative Reviews

25%

November

January

March

June

Strategy 4

Students will be accepted to REACH earlier to allow additional time to catch up to their cohort.

Strategy's Expected Result/Impact: Increased 4 year graduation rate

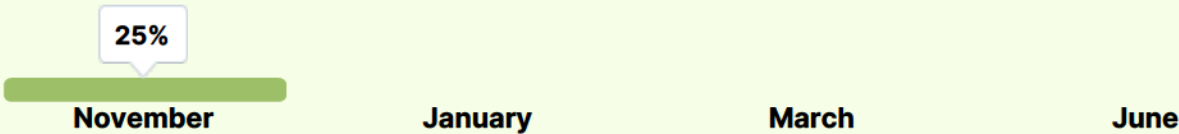
Staff Responsible for Monitoring: Counselors, Campus-based Administrators, Advance Learning Coordinator, CTE Coordinator

Problem Statements: Demographics 4, 5, 6

Funding Sources: 199 - General Fund,

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 5

A tracking system for CHS students interested in attending REACH will be maintained and shared with the counselors at CHS in order to develop a partnership for student support in meeting the attendance goal to be accepted at REACH.

Strategy's Expected Result/Impact: Accelerated student acceptance rate, increased 4-year graduation rate

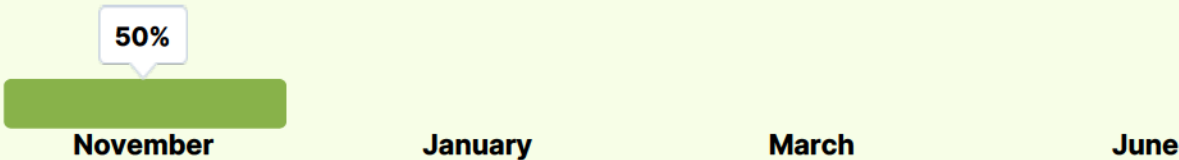
Staff Responsible for Monitoring: Counselors, Campus-based Administrators

Problem Statements: Demographics 4, 5, 6

Funding Sources: 199 - General Fund,

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 REACH High School experiences a high student mobility rate, with many students transferring mid-year from other campuses or districts. This disrupts instructional continuity and creates wide variation in academic readiness.	Students often arrive after struggling academically or behaviorally at previous campuses. A lack of early transition planning and communication between sending schools and REACH can delay placement in appropriate courses and interventions.
5 The majority of REACH students are identified as at-risk due to credit loss, STAAR failures, or attendance issues, which significantly impact performance indicators like EOC "Meets" and graduation rates.	Systemic inequities and limited early intervention at feeder campuses result in delayed support; students are often transferred only after multiple challenges have accumulated.
6 Most new enrollees arrive significantly behind in credits, reducing time available to prepare for EOC exams, graduate with their cohort, and pursue advanced pathways.	A lack of early credit monitoring and proactive scheduling at home campuses leads to students being transferred after they have already fallen too far behind to easily recover.

Performance Objective 3

REACH High School will provide required supports and training related to conflict resolution, healthy relationships, dating violence prevention, character development programs, guidance lessons, and school-wide awareness/prevention activities by June 2026.

Evaluation Data Source: Campus Calendars, Schedules, Sign In Sheets, Improved Student Behavior

Strategy 1

Integrate monthly Character Strong lessons (character building + SEL) into advisory and embed reflection questions to support well-being.

Strategy's Expected Result/Impact: Staff use of curriculum skills to respond appropriately, concerns escalated to crisis counselor

Staff Responsible for Monitoring: Teachers, Principal, AP

Problem Statements: Demographics 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

25%

November

January

March

June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	REACH High School experiences a high student mobility rate, with many students transferring mid-year from other campuses or districts. This disrupts instructional continuity and creates wide variation in academic readiness.	Students often arrive after struggling academically or behaviorally at previous campuses. A lack of early transition planning and communication between sending schools and REACH can delay placement in appropriate courses and interventions.

Performance Objective 4

REACH High School will increase average daily attendance from 93.1% to 94% through timely and effective communication strategies by June 2026.

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

Strategy 1

Use Absence Occurrence Reports to identify students who are trending toward chronic absenteeism and contact them within 24 hours. Include supportive language in the conversation and remove barriers such as transportation, mental health, or schedules.

Strategy's Expected Result/Impact: Real-time ADA displays by grade and advisory in staff meetings and hallways

Staff Responsible for Monitoring: Campus Administration, Secretary, Teachers

Problem Statements: School Processes & Programs 1

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

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

25%

November

January

March

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Student attendance has dropped below the 95% budget threshold.

Parents do not understand the importance of regular school attendance.

Goal 4 Implement Effective and Efficient Operations

Performance Objective 1

By June 2026, REACH High School will optimize its budget systems to sustainably fund programs that support student growth, resulting in a 5% increase in benchmark performance and a 2% increase in student attendance.

Evaluation Data Source: Budget comparison from years past

Achievement Data

Graduation Data

CCMR Data

CTE Enrollment and Completion

Strategy 1

Leverage internal approaches as well as implement programs including but not limited to Masteryprep and IXL to help monitor, improve, and communicate student growth.

Strategy's Expected Result/Impact: Increased student achievement

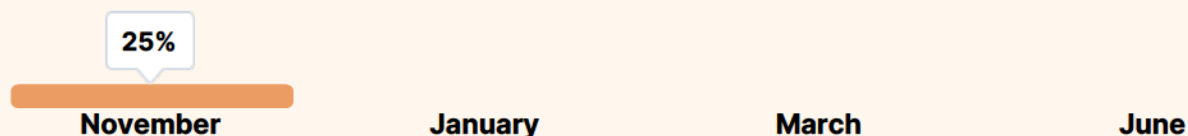
Staff Responsible for Monitoring: Principal, Teachers, Secretary,

Problem Statements: Student Learning 1

Funding Sources: Materials and Resources 410- IMA, , Materials and Resources 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

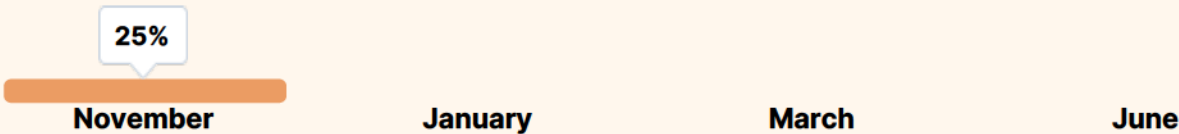
The district and campus will provide TEKS-aligned online resources, materials, and professional learning for all content areas to support student performance and growth.

Strategy's Expected Result/Impact: Growth in campus data and student performance

Staff Responsible for Monitoring: Teaching, Learning, and Innovation Team, Principal

Problem Statements: School Processes & Programs 4

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Students perform at low percentages across all STAAR EOC exams, struggling to reach Meets and Masters levels.	Tier 1 instruction is primarily aimed at achieving the Approaches level, with limited systematic planning, differentiation, and enrichment to move students to Meets and Masters performance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Professional learning opportunities are offered, but the transfer of new instructional practices to classroom implementation is inconsistent.	Follow-up coaching and bite-sized feedback cycles after professional learning sessions are not systematically scheduled or monitored; leadership bandwidth limits the frequency of classroom support.

Performance Objective 2

Maintain retention efforts at REACH High School to ensure stability for the campus by June 2026.

Evaluation Data Source: TASB Salary Survey
UEA Turnover Comparison Report
Retention Analysis
Forecast5
TAPR Report
Campus Survey

Strategy 1

Maintain the current retention rate by identifying opportunities to collect input from staff for for improvement as well as highlight the work and celebrate team members for the work they do each day.

Strategy's Expected Result/Impact: Improved attendance rates

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 6

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

25%

November

January

March

June

Strategy 2

Increase the substitute fill rate with the development and implementation of a substitute plan.

Strategy's Expected Result/Impact: Increased substitute fill rate, increased teacher retention

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Campus Principal, Secretary

Problem Statements: School Processes & Programs 1

Formative Reviews

25%

November

January

March

June

Strategy 3

Implement the use of the district data walk form and coaching feedback process to provide teachers with bite sized, high leverage, actionable feedback that can be applied quickly in the classroom.

Strategy's Expected Result/Impact: Increased teacher growth, increased teacher retention rate

Staff Responsible for Monitoring: Executive Director of Educational leadership, Principal, Assistant Principal

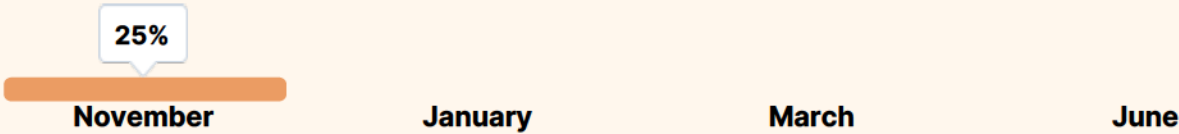
Problem Statements: School Processes & Programs 4

Funding Sources: Training and materials 199 - General Fund,

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Student attendance has dropped below the 95% budget threshold.	Parents do not understand the importance of regular school attendance.
4 Professional learning opportunities are offered, but the transfer of new instructional practices to classroom implementation is inconsistent.	Follow-up coaching and bite-sized feedback cycles after professional learning sessions are not systematically scheduled or monitored; leadership bandwidth limits the frequency of classroom support.
6 While benchmark and Common formative assessment data are collected, structured data meetings and action planning are not consistently implemented to inform reteach and enrichment.	There is no campus-wide, systematic process for analyzing data at the standard/SE level; feedback loops between data analysis and instructional adjustments are inconsistent.

Performance Objective 3 ☒ High Priority

Embrace safety and security measures to safeguard the campus and learning environment with 100% of Threat Assessments completed in compliance with district and legal requirements by June 2026.

Evaluation Data Source: Skyward, Sentinel Dashboard, and threat assessment reports.

Strategy 1

The implementation of a Safe and Secure Committee at REACH, will conduct threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening or violent behavior, to determine the level of risk and appropriate intervention.

Strategy's Expected Result/Impact: Creates a safer environment for the campus

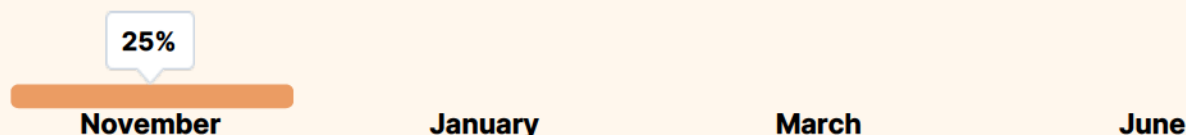
Staff Responsible for Monitoring: Campus Principal

Problem Statements: Demographics 1, 4

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

The campus principal will schedule, implement, review and evaluate all campus drills and safety equipment.

Strategy's Expected Result/Impact: Reinforces safety for the campus

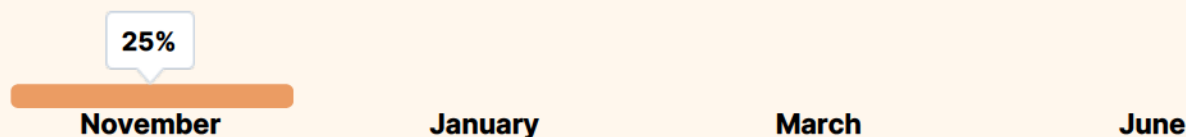
Staff Responsible for Monitoring: Campus Principal

Problem Statements: Perceptions 4

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

For the safety of all, an intercom system will be used to announce and conclude drills so that the building receives the same message and guidance.

Strategy's Expected Result/Impact: Safety assistance for staff/students

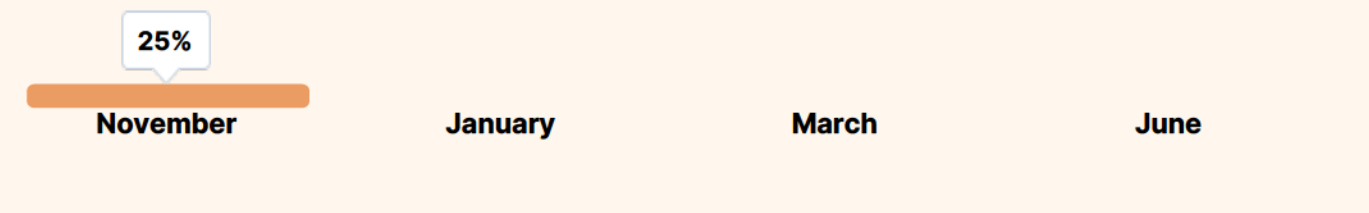
Staff Responsible for Monitoring: Administrator

Problem Statements: Perceptions 4

Funding Sources: 199 - General Fund,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

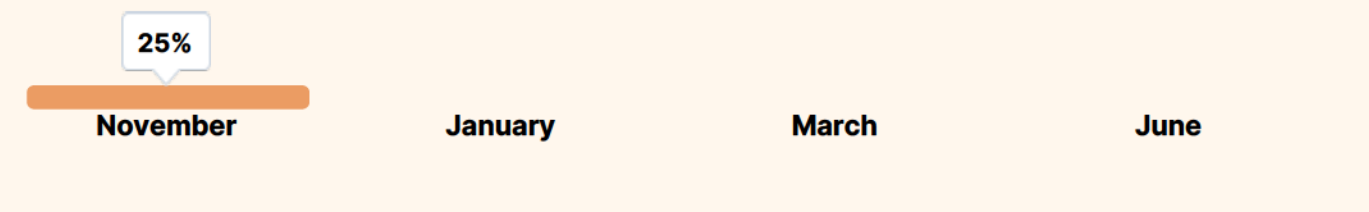
Implement, and assess campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.

Strategy's Expected Result/Impact: Increased student and staff safety

Staff Responsible for Monitoring: District Security Personnel, Campus Principal

Problem Statements: Perceptions 4

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Economically Disadvantaged and Hispanic students have greater dropout rates than their White counterparts on campus by nearly 7.7%.	Root Cause: Many economically disadvantaged and Hispanic students face compounded barriers such as financial hardship, limited access to academic supports, and inconsistent engagement due to language, attendance, and family responsibilities, leading to higher dropout rates than their White peers.
4	REACH High School experiences a high student mobility rate, with many students transferring mid-year from other campuses or districts. This disrupts instructional continuity and creates wide variation in academic readiness.	Students often arrive after struggling academically or behaviorally at previous campuses. A lack of early transition planning and communication between sending schools and REACH can delay placement in appropriate courses and interventions.

Performance Objective 3 Problem Statements Identifying Perceptions

	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 High Priority

By June 2026, 100% of staff will have completed Mental Health First Aid training and will conduct monthly check-ins using Character Strong and local counseling supports, with 90% of students achieving at least three documented check-ins per semester.

Evaluation Data Source: Recruitment, support, Retain Teachers, Counseling spreadsheet, Skyward.

Strategy 1

Build Staff Capacity in Mental Health First Aid and Character Strong SEL Curriculum.

Strategy's Expected Result/Impact: Staff trained on Character Strong Educator Curriculum (relational practices, SEL foundations, and use of Character Dares)

Staff Responsible for Monitoring: Campus Administrators, Crisis Counselor

Problem Statements: Demographics 2 - School Processes & Programs 1

Funding Sources: Material and Resources 211 - Title I, Part A,

Formative Reviews

25%

November

January

March

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Students often enter REACH with social and emotional deficits or struggles with behavior, making a focus on academics, EOC testing, and graduation a challenge. The students must feel safe before they can thrive.	Many of the students that register at REACH have been exposed to trauma and challenges that interfere with learning.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Student attendance has dropped below the 95% budget threshold.	Parents do not understand the importance of regular school attendance.