

# Castleberry Independent School District



## Castleberry Elementary School

## 2025-2026 Campus Improvement Plan

Board Approval Date:  
October 6, 2025



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# **Comprehensive Needs Assessment**

# Demographics

## Summary

Castleberry Elementary is an elementary campus serving grades Pre-Kindergarten through 5<sup>th</sup> grade with a current enrollment of 739 students. The following demographics are from the 2024-2025 campus report in Txschools.gov. The campus has an economically disadvantage percentage of 90.6%, Special Education 12.9%, Emergent Bilingual/English Learners 35.8%. The ethnic distribution is 83.2% Hispanic, 10.9% White, 3.2% African American, and 2.4% Two or more races. Castleberry Elementary is a Title I Schoolwide program campus. There were 587 discipline incidents out of 739 students enrolled in 2024-2025, which equates to .79 incidents per student or 5.87 incidents per every 100 students.

2.2% Immigrant

23.4% transfer students

77.7% At-Risk

4.2% 504

The staff is made up on 1 principal, 1 assistant principal, 1 campus academic leader, 36 classroom teachers, 3 Sped Teacher, 2 Dyslexia Teachers, 1 Reading Interventionists, 1 Demonstration Teacher, 19 para professionals, 1 police officer, 2 counselors, 1 Ace Site Coordinator, 5 custodians, 1 nurse, and 7 nutrition workers. The ethnic distribution of teachers is Hispanic 37.3%, White 62.7%.

There are 36 classes on campus with an average class size of 20.5. There are eight classes over the student/teacher ratio. Waivers were not submitted in alignment with the District of Innovation plan for Castleberry ISD. There are para professional in the two PK classes that are over and the one second grade bilingual class that is over.

Teachers' years of experience: 1 to 5 years 36.1%, 6 to 10 years 20.7%, 11 to 20 years 28.6%, 21 to 30 years 12.4%, and Over 30 years 0%.

New Teachers or teachers with less than 2 years of experience: 2.1

Certified Teachers: 100%

Infield Teachers: 100%

In the 2024-2025 school year there were 3 teacher resignations, 1 teacher transfer, 1 teacher promoted, 1 teacher retirement, and 0 teachers non-renewed. There will be 5 new teachers at the start of the 2025-2026 school year.

Retention Rate from 2024/2025 to 2025/2026: 87%

Teachers receiving mentoring: 7

Teachers receiving coaching: 8

Staff who attended instructionally based professional learning: 100%

Staff who attended behaviorally based professional learning: 100%

For the 2024-2025 school year, Castleberry Elementary has a preliminary rating of (B) 80

Domain 1: Student Achievement 71

Domain 2: School Progress 79

Domain 3: Closing the Gaps 83

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

The last ESF Diagnostic was completed in 2023-2024.

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

## Strengths

Staff attendance and student attendance in the mid 90's

English Language Learners and Economically Disadvantaged students on par with peers

Highly qualified teachers

We are full in some grade levels, so we had to send about 50 students to the other elementary schools.

All but three teachers have G/T initial 30 hours

All but two teacher are ESL certified

Individualized Professional Learning

Mentors and coaches available for new teachers

Peer data walks to increase collaboration and share teacher strengths

Technology access for all students

Providing pet therapy and outside counseling for select students

Observations and feedback from behavior specialist and school psychologist

Open enrollment for Pre-K

Accepting out of district transfers

Family engagement events throughout the year

# Problem Statements Identifying Demographics Needs

| Problem Statement                                                                                                                                                       | Root Cause                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>★</div> <p>The number of students identified as needing special education services is 13.13% and continues to trend upward.</p>                       | <p>Need to consistently provide and document interventions as well as follow the MTSS process in order to be able to accurately monitor student strengths/weaknesses on crucial skills and intervene immediately.</p>                                                                                                                                                                                                  |
| <div>2</div> <div>★</div> <p>5.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2024-2025 TAPR report.</p>           | <p>Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).</p> |
| <div>3</div> <div>★</div> <p>The attendance rate for the 2024-2025 school year is below 95%.</p>                                                                        | <p>Parents do not understand our illness policy and what constitutes an illness that would prevent their student from coming to school.</p>                                                                                                                                                                                                                                                                            |
| <div>4</div> <div>★</div> <p>Special Education students achieved 10% Meets in reading and 15% Meets in math based on preliminary 2024-2025 A-F accountability data.</p> | <p>The rigor in our resource classes has not been at the level of STAAR.</p>                                                                                                                                                                                                                                                                                                                                           |

★ = Priority

# Student Learning

## Summary

Castleberry Elementary is currently rated a B: 80, based on 2025-2026 A-F Accountability data.

The following accountability data summary is based on preliminary 2025-2026 A-F Accountability data.

### **Math STAAR Performance 2025:**

68% of students Approached Standards

35% of student Met Standards

10% of students Masters Standards

### **Reading STAAR Performance 2025:**

76% of students Approached Standards

48% of students Met Standards

17% of students Mastered Standards

### **Science STAAR Performance 2025:**

69% of students Approached Standards

40% of students Met Standards

14% of students Mastered Standards

**The Long Term Target for TELPAS was met based on 2024-2025 A-F Accountability Data.**

## Strengths

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

Goal setting successfully implemented to increase student achievement

Meeting with TLI to intentionally plan

Increased focus on skills rather than aesthetics

Testing students with CLI Engage in PK.

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

Testing students with Amira for Reading in 1st - 5th grade

Creating checklists for Kindergarten - 3rd for foundational skills

Full implementation of the new structured literacy block in partnership with the TXRL grant

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

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

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

Increased identification of students for Dyslexia and GT

Identification of essential standards by teachers

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

# Problem Statements Identifying Student Learning Needs

|        | Problem Statement                                                                                                                                   | Root Cause                                                                                                                                                                                                                        |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>★ | In Domain II, Academic Growth was a 79 based on A-F Accountability preliminary data for 2024-2025.                                                  | 4th grade, specifically 4th grade ELA, did not score as many growth points as the other areas that count towards domain II.                                                                                                       |
| 2<br>★ | 92% of Kindergarten, 93% of first, and 77% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2025.    | Tests given at the EOY are taken online instead of on paper in 2nd grade. Inconsistencies in 1st grade staffing has made some students unprepared for the rigor of 2nd grade.                                                     |
| 3<br>★ | Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.                                 | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                                                                                                                                          |
| 4<br>★ | Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data. | Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets. |
| 5<br>★ | More than half of students are leaving primary grades below grade level in writing district wide.                                                   | Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.                                        |

6  
★

Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data.

We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing.

7  
★

STAAR 5th grade science performance is 36% Meets based on preliminary 2024-2025 A-F accountability data.

We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers. A lack of hands-on activities in 3rd and 4th grade hinder certain aspects of science learning.

8  
★

At CE, 80% of kindergarten students, 38% of 1st grade students and we do not know how many 2nd grade students met or exceeded grade-level expectations for reading skills on end of year 2024-2025 assessments.

The test for measuring the standard was implemented late and with inconsistencies. Teachers lacked training and the expectation for teachers was not explicit.

9  
★

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

The writing process needs to be explicitly taught with intentional writing instruction. Training on the use of AI feedback to drive the improvement in student writing.

10  
★

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

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

11  
★

Our SPED students scored 38% approaches on the math STAAR and 38% approaches on the reading STAAR.

Our SPED teachers not having high engagement in the planning process with their co-teachers. Resource class instruction, with the use of accommodations, not being to the rigor level of STAAR.

★ = Priority

# School Processes & Programs

## Summary

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

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

To streamline classroom/discipline management, Castleberry Elementary utilizes Positive Behavior Interventions and Supports (PBIS) and continues to implement CHAMPS for the 2025-2026 school year. The use of campus wide expectations increases consistency across grade levels and decreases inappropriate student behaviors. PBIS along with UIL participation, the ACE after school program, and campus events contributes to a positive campus culture.

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

## Strengths

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

Administrators and teachers implement action plans to increase academic performance

Word problem strategies consistent across grade levels

Intentional real world connections added during science

Targeted, flexible professional learning provided by the district

Attendance during Saturday school and PACE Summer School

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                                                                                                                                                                                                                                                                 | Root Cause                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>Transitions between PLC times always get off schedule, so many groups do not get their full PLC time.                                                                                                                                                                                 | Teachers take unnecessary pitstops between PLC time, which puts the paras behind schedule. Also, paras will make unnecessary pitstops between PLC times.                                                                                                               |
| <b>2</b><br>★<br>In 2024-2025, we received 573 discipline referrals.                                                                                                                                                                                                                              | Teachers not consistently going through the 5-step process before submitting a referral, and teachers not having a full understanding of when to bypass the 5-step process to submit a referral.                                                                       |
| <b>3</b><br>★<br>Climate surveys are conducted for teachers only at this time. This data is used to make decisions about how to recognize and provide opportunities for growth. However, the survey does not capture other employee feedback regarding campus and department climate and culture. | While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still only developing teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff. |
| <b>4</b><br>★<br>When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.                                                                                                                        | Necessary treatment is outside the scope of what can be provided in the educational setting.                                                                                                                                                                           |
| <b>5</b><br>★<br>There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.                                                                                                                                                               | Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.                                                                           |

6  
★

To meet A-F accountability goals, Tier 1 instruction must continue to improve.

Teachers need consistent bite sized actionable feedback on lesson internalization and through frequent data walks.

7  
★

State funding for public education has not kept pace with inflation or the increasing needs of students, leaving less funding per pupil than is required to sustain high-quality programs and support services. This creates challenges in maintaining instructional resources, staffing supports, and student opportunities. Budgets must be watched closely and carefully planned and executed.

Legislative cuts to school finance

8  
★

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.

9  
★

PLCs are rarely cancelled due to a significant increase in the sub fill rate. The campus will continue to implement a substitute plan.

Intentional efforts to demonstrate appreciation for substitutes and recruit them to work at Castleberry Elementary.

★ = Priority

# Perceptions

## Summary

This year we have updated our campus mission and vision for better clarity and focus. We have also removed our house system for PBIS and replaced it with PurposeFull People, which is a thorough, school-wide Social Emotional Learning (SEL) program. Castleberry Elementary made an intentional effort to collect parent feedback after most campus events and used the feedback for planning future events. The use of ParentSquare has increased our parent communication and involvement. The ACE Out of School program has continued to be effective this year with the new coordinator that has implemented a stronger academic focus and new systems for success. Castleberry Elementary had a high staff retention rate of 93% from the 2024-2025 school year. Castleberry Elementary also has a 97% staff approval rating for our campus being a great place to work and grow.

## Strengths

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

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

9 weeks assemblies to promote fun and a positive culture

Students feel safe, and all safety audits passed.

Counselor reported more time to provide students with needed support

Increase in community engagement

# Problem Statements Identifying Perceptions Needs

| Problem Statement                                                                                                                          | Root Cause                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br>★<br>We have not developed strong academic partnerships with all of our parents.                                               | There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events. |
| <b>2</b><br>★<br>We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night. | We need to build stronger partnership with parents when it involves their child's academic success, survey them on barriers that prevent their participation, and offer flexible opportunities to engage.                   |
| <b>3</b><br>★<br>Our PTO involvement is minimal.                                                                                           | Parents are willing to come serve a specific, short term role, but we have not identified a parent able to take on a bigger, long-term PTO role. We must continue to recruit.                                               |
| <b>4</b><br>★<br>Success of parent involvement events is measured by attendance rather than outcomes.                                      | There needs to be an increase in REAL Family Engagement opportunities focused on academic performance, the importance of attendance, and supports for managing difficult behaviors.                                         |

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

In 2024-2025, we received 573 discipline referrals.

Teachers not consistently going through the 5-step process before submitting a referral, and teachers not having a full understanding of when to bypass the 5-step process to submit a referral.

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Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data.

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We have not developed strong academic partnerships with all of our parents.

There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events.

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To meet A-F accountability goals, Tier 1 instruction must continue to improve.

Teachers need consistent bite sized actionable feedback on lesson internalization and through frequent data walks.

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

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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.

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Intentional efforts to demonstrate appreciation for substitutes and recruit them to work at Castleberry Elementary.

★ = 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
- ☒ Performance Objectives with summative review (prior year)

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- ☒ Dyslexia data

## Employee Data

- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact



# Goals

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

## Performance Objective 1 High Priority

The percentage of 4th grade students that score "meets" on STAAR Reading will increase from 44% to 50% by June 2026.

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

### Strategy 1 Results Driven Accountability

Continue effective 4th grade Professional Learning Communities (PLCs) by working collaboratively to break down the 4th grade TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

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

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
TLI Staff

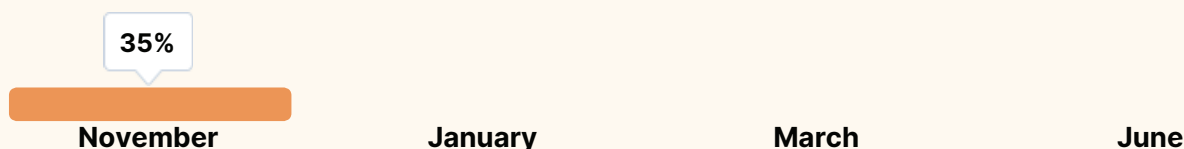
**Problem Statements:** Student Learning 6

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews



### Strategy 2 Results Driven Accountability

4th grade PLCs will disaggregate data after each Quarterly Benchmarks, Common Formative Assessment, MAP assessments, and Checks for Understanding and develop a targeted action plan.

**Strategy's Expected Result/Impact:** Targeted instruction, targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in achievement

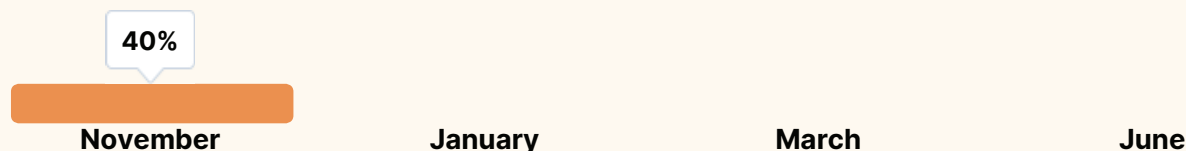
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 6

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 3 ☒ Results Driven Accountability

4th grade teachers will collaborate and design Checks for Understanding aligned to the level of rigor on Quarterly Benchmarks, Common Formative Assessments, and STAAR, and will follow up in PLC's to debrief with artifacts.

**Strategy's Expected Result/Impact:** Increased in alignment across grade levels on skills

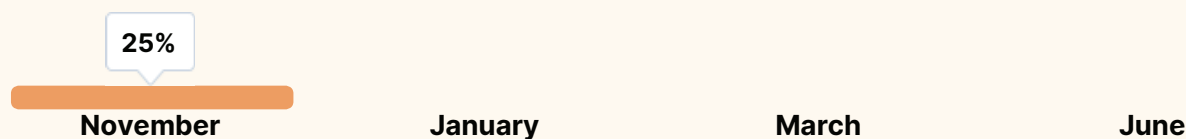
**Staff Responsible for Monitoring:** Campus Academic Leader  
Grade Level Teams

**Problem Statements:** Student Learning 6

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                              | Root Cause                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 3 Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.                          | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                 |
| 6 Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data. | We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing. |

Performance Objective 2  High Priority

The percentage of 5th grade students that score "meets" on STAAR Reading will increase from 54% to 58% by June 2026.

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

Strategy 1  Results Driven Accountability

Continue effective 5th grade Professional Learning Communities (PLCs) by working collaboratively to break down the 5th grade ELA/SLA TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

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

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
TLI Staff

**Problem Statements:** Student Learning 6

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

25%

November

January

March

June

## Strategy 2 Results Driven Accountability

5th grade PLCs will disaggregate data after each Quarterly Benchmarks, Common Formative Assessment, MAP assessments, and Checks for Understanding and develop a targeted action plan.

**Strategy's Expected Result/Impact:** Targeted instruction, targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in achievement

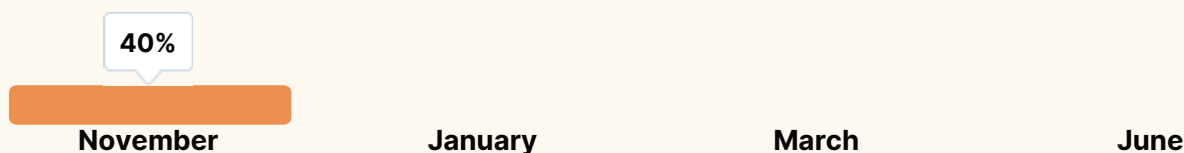
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 6

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 3

5th grade ELA/SLA teachers will collaborate and design Checks for Understanding aligned to the level of rigor on Quarterly Benchmarks, Common Formative Assessments, and STAAR, and will follow up in PLC's to debrief with artifacts.

**Strategy's Expected Result/Impact:** Increased alignment across grade levels on skills

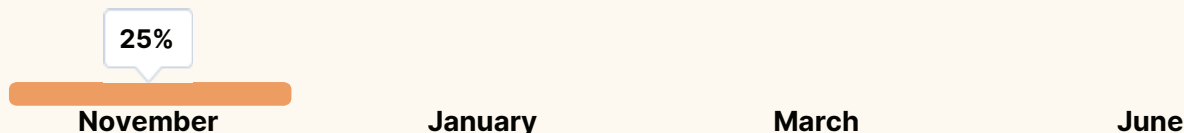
**Staff Responsible for Monitoring:** Campus Academic Leader  
Grade Level Teams

**Problem Statements:** Student Learning 3, 6

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                 | Root Cause                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 3<br>Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.                          | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                 |
| 6<br>Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data. | We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing. |

Performance Objective 3 ☒ High Priority

The percentage of 4th grade students that score "meets" on STAAR Math will increase from 35% to 40% by June 2026.

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

Strategy 1 ☒ Results Driven Accountability

With support from the Campus Academic Leader, 4th grade teachers will implement Stemscopes Math with fidelity.

**Strategy's Expected Result/Impact:** Increased student performance on AMC, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and STAAR

**Staff Responsible for Monitoring:** Campus Academic Leader  
Teachers

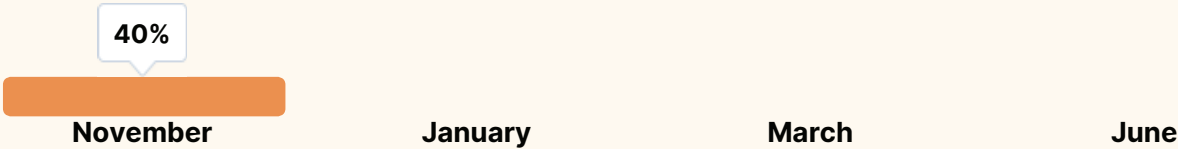
**Problem Statements:** Student Learning 3, 4, 11

**Funding Sources:** 410- IMA,

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☒ Results Driven Accountability

Continue effective 4th grade Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

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

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
TLI Staff

**Problem Statements:** Student Learning 3, 4, 11

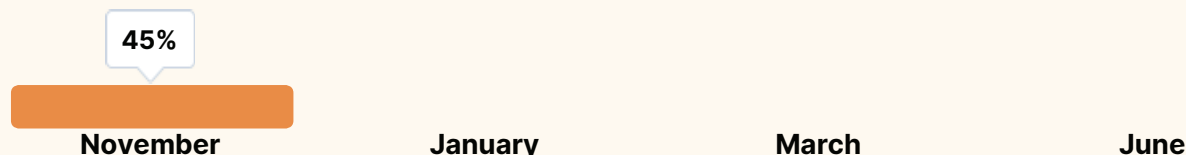
**Funding Sources:** 199 - General Fund,

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 3 ☒ Results Driven Accountability

4th grade PLCs will disaggregate data after each Quarterly Benchmarks, Common Formative Assessment, MAP assessments, and Checks for Understanding and develop a targeted action plan.

**Strategy's Expected Result/Impact:** Targeted instruction  
Targeted MTSS Tier 2/3 interventions  
Growth in skills leading to increases in achievement

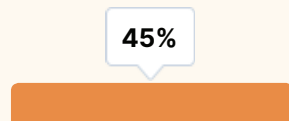
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 4, 11

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 4 Results Driven Accountability

4th grade teachers will collaborate and design Checks for Understanding aligned to the level of rigor on Quarterly Benchmarks, Common Formative Assessments, and STAAR, and will follow up in PLC's to debrief with artifacts.

**Strategy's Expected Result/Impact:** Increased alignment across grade levels on skills

**Staff Responsible for Monitoring:** Campus Academic Leader  
Grade Level Teams

**Problem Statements:** Student Learning 3, 4, 11

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

25%

November

January

March

June

## Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.

The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.

4

Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data.

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

11

Our SPED students scored 38% approaches on the math STAAR and 38% approaches on the reading STAAR.

Our SPED teachers not having high engagement in the planning process with their co-teachers. Resource class instruction, with the use of accommodations, not being to the rigor level of STAAR.

**Performance Objective 4**  **High Priority**

The percentage of 5th grade students that score "meets" on STAAR Math will increase from 42% to 46% by June 2026.

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

**Strategy 1**  **Results Driven Accountability**

With support from the Campus Academic Leader, 5th grade teachers will implement Stemsscopes Math with fidelity.

**Strategy's Expected Result/Impact:** Increased student performance on AMC, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and STAAR

**Staff Responsible for Monitoring:** Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 4, 11

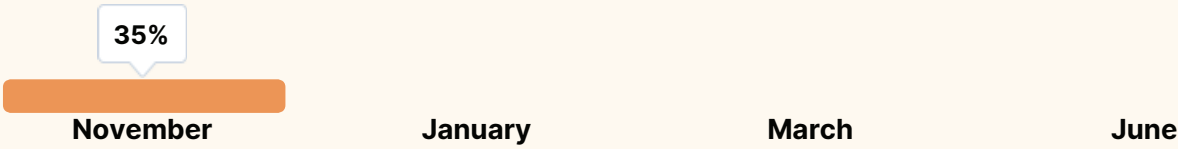
**Funding Sources:** 410- IMA,

**Title I:** 2.5.1

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



**Strategy 2**  **Results Driven Accountability**

Continue effective 5th grade Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

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

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
TLI Staff

**Problem Statements:** Student Learning 3, 4, 11

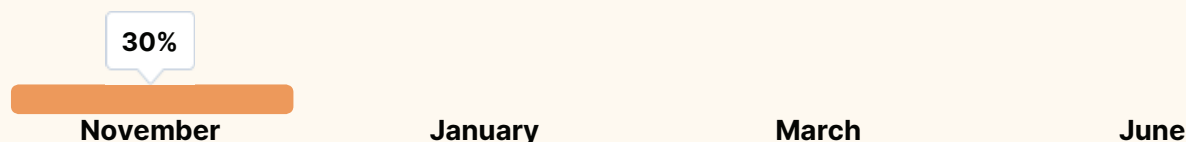
**Funding Sources:** 199 - General Fund,

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 3

5th grade PLCs will disaggregate data after each Quarterly Benchmarks, Common Formative Assessment, MAP assessments, and Checks for Understanding and develop a targeted action plan.

**Strategy's Expected Result/Impact:** Targeted instruction, targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in achievement

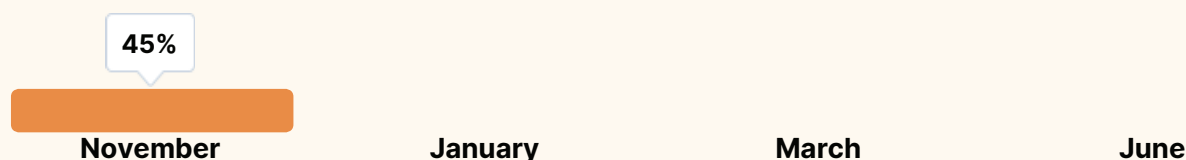
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 4, 11

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



### Strategy 4

5th grade teachers will collaborate and design Checks for Understanding aligned to the level of rigor on Quarterly Benchmarks, Common Formative Assessments, and STAAR, and will follow up in PLC's to debrief with artifacts.

**Strategy's Expected Result/Impact:** Increased alignment across grade levels on skills

**Staff Responsible for Monitoring:** Campus Academic Leader  
Grade Level Teams

**Problem Statements:** Student Learning 3, 4, 11

**Title I:** 2.5.1

Formative Reviews

25%

November

January

March

June

Performance Objective 4 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                           | Root Cause                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>3</div> <div>Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.</div>                                 | <div>The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.</div>                                                                                                                                          |
| <div>4</div> <div>Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data.</div> | <div>Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.</div> |
| <div>11</div> <div>Our SPED students scored 38% approaches on the math STAAR and 38% approaches on the reading STAAR.</div>                                                 | <div>Our SPED teachers not having high engagement in the planning process with their co-teachers. Resource class instruction, with the use of accommodations, not being to the rigor level of STAAR.</div>                                   |

Performance Objective 5 ☒ High Priority

The percentage of 5th grade students that score "meets" on STAAR Science will increase from 36% to 40% by June 2026.

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

Strategy 1 ☒ Results Driven Accountability

Continue effective 5th grade science Professional Learning Communities (PLCs) by working collaboratively to break down the TEKS to ensure instruction is aligned to Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding.

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

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
TLI Staff

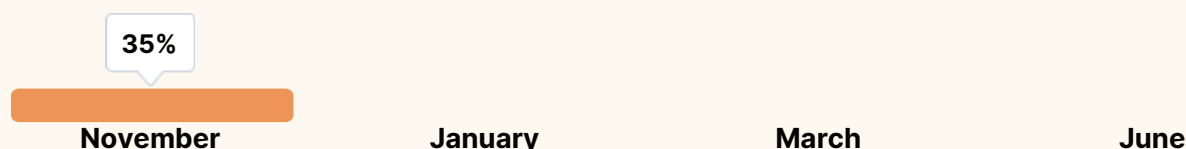
**Problem Statements:** Student Learning 3, 7

**Funding Sources:** 199 - General Fund,

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 2

5th grade PLCs will disaggregate data after each Quarterly Benchmarks, Common Formative Assessment, MAP assessments, and Checks for Understanding and develop a targeted action plan.

**Strategy's Expected Result/Impact:** Targeted instruction, targeted MTSS Tier 2/3 interventions, growth in skills leading to increases in achievement

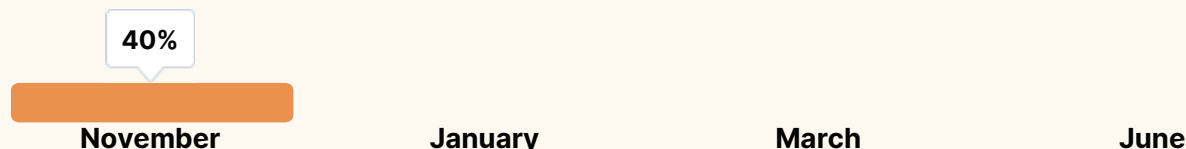
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 7

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 3

5th grade teachers will collaborate and design Checks for Understanding aligned to the level of rigor on Quarterly Benchmarks, Common Formative Assessments, and STAAR, and will follow up in PLC's to debrief with artifacts.

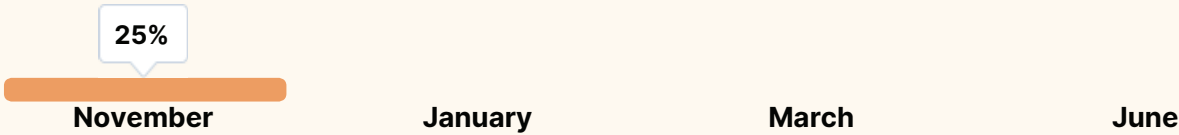
**Strategy's Expected Result/Impact:** Increased alignment across grade levels on skills

**Staff Responsible for Monitoring:** Campus Academic Leader  
Grade Level Teams

**Problem Statements:** Student Learning 3, 7

**Title I:** 2.5.1

**Formative Reviews**



**Performance Objective 5 Problem Statements Identifying Student Learning**

|   | Problem Statement                                                                                                   | Root Cause                                                                                                                                                                                                        |
|---|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                                                                                                                          |
| 7 | STAAR 5th grade science performance is 36% Meets based on preliminary 2024-2025 A-F accountability data.            | We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers. A lack of hands-on activities in 3rd and 4th grade hinder certain aspects of science learning. |

**Performance Objective 6** ☒ **High Priority**

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

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

**Strategy 1** ☒ **Results Driven Accountability**

The campus will bring in an outside consultant to provide on the job writing training to improve practices and reduce the number of zeros on the ECR.

**Strategy's Expected Result/Impact:** Reduction is zeros on extended constructed responses

**Staff Responsible for Monitoring:** Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 3, 5, 6, 9

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

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

15%

November

January

March

June

### Strategy 2 ☒ Results Driven Accountability

Teachers in ELA/Reading will receive job embedded support from Teaching, Learning, and Innovation and the Campus Academic Leader with implementation of the vertically aligned writing process, including the development of short and extended constructed responses.

**Strategy's Expected Result/Impact:** Growth in STAAR writing scores, Student writing samples that show growth over time, student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers

**Staff Responsible for Monitoring:** Teaching, Learning, and Innovation

Principal

Campus Academic Leader

Teachers

**Problem Statements:** Student Learning 3, 5, 6, 9

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

**Title I:**

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

25%

November

January

March

June

### Strategy 3 ☒ Results Driven Accountability

Teachers will utilize Writeable prompts for SCR and ECR practice. Then the students will use the feedback given by the program and the teacher to revised and edit their response.

**Strategy's Expected Result/Impact:** Reduction in zeros on extended constructed responses

Staff Responsible for Monitoring: Campus Academic Leader  
Teachers

Problem Statements: Student Learning 5, 6, 9

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

30%

November

January

March

June

Performance Objective 6 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                    | Root Cause                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>3</div> <div>Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.</div>                          | <div>The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.</div>                                                                                                   |
| <div>5</div> <div>More than half of students are leaving primary grades below grade level in writing district wide.</div>                                            | <div>Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district.</div> |
| <div>6</div> <div>Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data.</div> | <div>We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing.</div>                                                                                   |
| <div>9</div> <div>On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR).</div>                   | <div>The writing process needs to be explicitly taught with intentional writing instruction. Training on the use of AI feedback to drive the improvement in student writing.</div>                    |

Performance Objective 7 ☒ High Priority

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

Strategy 1

The campus will implement the district instructional coaching model with job-embedded professional learning opportunities to increase the effective use of strong instructional strategies in co-teach, inclusion, and resource classrooms.

Strategy's Expected Result/Impact: Growth in student engagement, increased student achievement

Staff Responsible for Monitoring: Content Coordinators

Principal  
Assistant Principal  
Campus Academic Leader  
Instructional Coaches

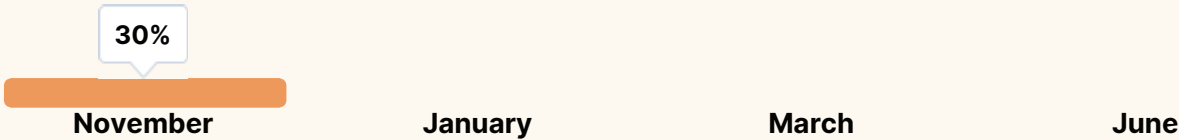
Problem Statements: Student Learning 1, 11

Title I:

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2  Results Driven Accountability

The Special Education teachers will use research based highly effective co-teacher models within the designated co-teach classes.

Strategy's Expected Result/Impact: Increased academic performance on STAAR for students in co-teach classrooms

Staff Responsible for Monitoring: Principal  
Campus Academic Leader  
Assistance Principal  
SPED Admin

Problem Statements: Demographics 4 - Student Learning 11

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

## Formative Reviews

35%

November

January

March

June

### Strategy 3 ☒ Results Driven Accountability

Special Education teachers and general education teachers will collaborate during PLCs for planning and data disaggregation.

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

**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Assistant Principal  
SPED Admin.

**Problem Statements:** Demographics 4 - Student Learning 11

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

40%

November

January

March

June

### Strategy 4 ☒ Results Driven Accountability

The campus will reinforce procedures for the monitoring of accommodations/supplemental aids in classrooms and on STAAR for students in special education, 504, and Tier III of MTSS.

**Strategy's Expected Result/Impact:** Growth in campus data and student performance at all levels

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
SPED Teachers  
General Education Teachers

**Problem Statements:** Demographics 4 - Student Learning 11

## Formative Reviews

35%

November

January

March

June

### Performance Objective 7 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

Special Education students achieved 10% Meets in reading and 15% Meets in math based on preliminary 2024-2025 A-F accountability data.

The rigor in our resource classes has not been at the level of STAAR.

### Performance Objective 7 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

In Domain II, Academic Growth was a 79 based on A-F Accountability preliminary data for 2024-2025.

4th grade, specifically 4th grade ELA, did not score as many growth points as the other areas that count towards domain II.

11

Our SPED students scored 38% approaches on the math STAAR and 38% approaches on the reading STAAR.

Our SPED teachers not having high engagement in the planning process with their co-teachers. Resource class instruction, with the use of accommodations, not being to the rigor level of STAAR.

### Performance Objective 8 ☒ High Priority

Castleberry Elementary will increase Academic Growth in reading by 5% on the 2026 A-F Accountability Ratings.

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

#### Strategy 1

Castleberry Elementary will target specific students based on academic data to join ACE and received HIT tutoring.

**Strategy's Expected Result/Impact:** Support Student Growth in achievement

**Staff Responsible for Monitoring:** ACE Program Manager

Principal

Campus Academic Leader

ACE Site Coordinator

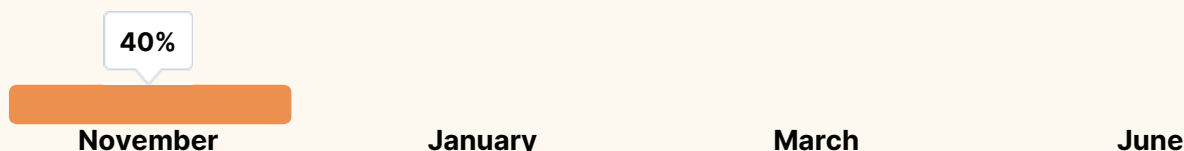
**Problem Statements:** Student Learning 1

**Funding Sources:** 211 - Title I, Part A, , 199 - General Fund: State Compensatory Ed,

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



**Strategy 2**

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

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

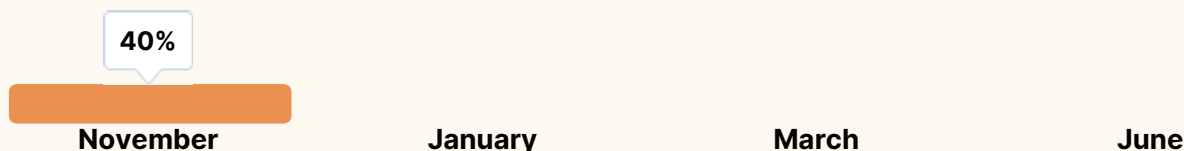
**Staff Responsible for Monitoring:** Principal

Campus Academic Leader

**Problem Statements:** Demographics 1 - Student Learning 1, 4

**Funding Sources:** 199 - General Fund,

**Formative Reviews**



**Strategy 3**

Teachers will support students with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning as evidenced by student-led conferences which will take place on October 27th, 2025 and February 2, 2026.

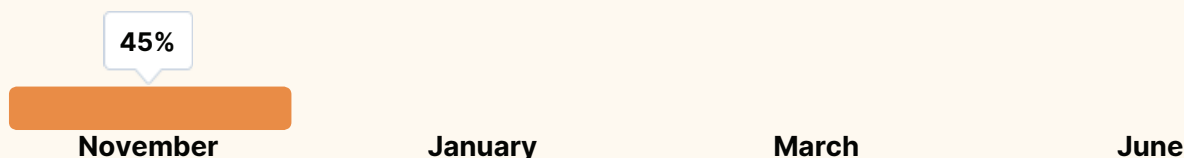
**Strategy's Expected Result/Impact:** Increased student self reflection, efficacy, and ownership of their learning

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

**Problem Statements:** Perceptions 1, 2

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

### Formative Reviews



## Strategy 4

Gifted and Talented students will receive specific gifted and talented lesson from a qualified teacher during weekly pull out times.

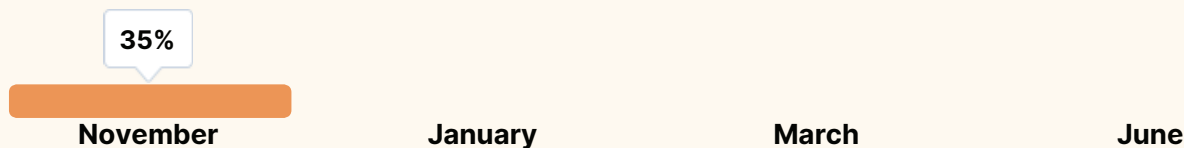
**Strategy's Expected Result/Impact:** Increased use of engaging learning extensions and enrichment opportunities for students

**Staff Responsible for Monitoring:** Principals  
Gifted and Talented Coordinator  
Campus Academic Leader

**Problem Statements:** Demographics 2

**Funding Sources:** Stipend for gifted and talented teachers 199 - General Fund, , Stipend for gifted and talented teachers 461 - Campus Activity Fund,

### Formative Reviews



## Strategy 5 ☒ Results Driven Accountability

Teachers and administrators will use STAAR, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and AMIRA data to drive instruction and tiered intervention.

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

**Staff Responsible for Monitoring:** Principals  
Campus Academic Leader

**Problem Statements:** Demographics 1 - Student Learning 6

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

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

### Formative Reviews

40%

November

January

March

June

### Strategy 6 Results Driven Accountability

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

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

**Staff Responsible for Monitoring:** Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leader

**Problem Statements:** School Processes & Programs 6

Title I:

ESF Levers: Lever 5: Effective Instruction

### Formative Reviews

30%

November

January

March

June

### Strategy 7 Results Driven Accountability

The campus will provide TEKS-aligned resources including but not limited to IXL, AMIRA, and Writeable, 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:** Principal  
Campus Academic Leader

**Problem Statements:** Student Learning 3, 6

**Funding Sources:** 211 - Title I, Part A, , 410- IMA, , 199 - General Fund,

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

## Formative Reviews

45%

November

January

March

June

### Performance Objective 8 Problem Statements Identifying Demographics

#### Problem Statement

#### Root Cause

1

The number of students identified as needing special education services is 13.13% and continues to trend upward.

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

2

5.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2024-2025 TAPR report.

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

### Performance Objective 8 Problem Statements Identifying Student Learning

#### Problem Statement

#### Root Cause

1

In Domain II, Academic Growth was a 79 based on A-F Accountability preliminary data for 2024-2025.

4th grade, specifically 4th grade ELA, did not score as many growth points as the other areas that count towards domain II.

3

Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.

The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.

4

Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data.

Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and

identifying high priority learning targets.

6

Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data.

We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing.

## Performance Objective 8 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

To meet A-F accountability goals, Tier 1 instruction must continue to improve.

Teachers need consistent bite sized actionable feedback on lesson internalization and through frequent data walks.

## Performance Objective 8 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

We have not developed strong academic partnerships with all of our parents.

There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events.

2

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

We need to build stronger partnership with parents when it involves their child's academic success, survey them on barriers that prevent their participation, and offer flexible opportunities to engage.

## Performance Objective 9 High Priority

Castleberry Elementary will increase Academic Growth in math by 4% on the 2026 A-F Accountability Ratings.

**Evaluation Data Source:** Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, Student Portfolios, Math Assessments

### Strategy 1 Results Driven Accountability

Castleberry Elementary will target specific students based on academic data to join ACE and received HIT tutoring.

**Strategy's Expected Result/Impact:** Student growth in achievement

**Staff Responsible for Monitoring:** ACE Program Manager

Principal

Campus Academic Leader

ACE Site Coordinator

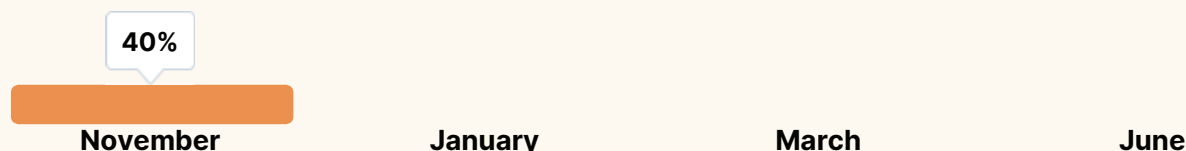
**Problem Statements:** Demographics 4 - Student Learning 4

**Funding Sources:** 211 - Title I, Part A, , 199 - General Fund: State Compensatory Ed,

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



**Strategy 2** ☒ **Results Driven Accountability**

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

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

**Staff Responsible for Monitoring:** Principal

Campus Academic Leader

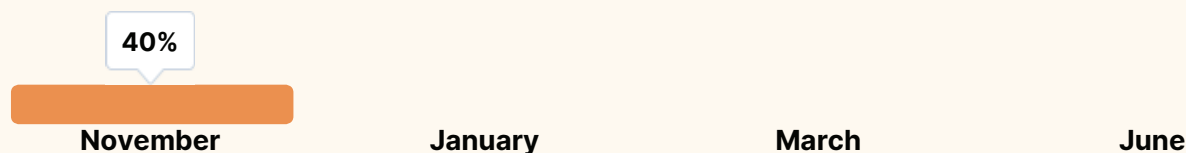
**Problem Statements:** Student Learning 4

**Funding Sources:** 199 - General Fund,

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



**Strategy 3**

Teachers will support students with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning as evidenced by student-led conferences scheduled on October 27, 2025 and February 2, 2026.

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

**Staff Responsible for Monitoring:** Principals

Assistant Principal,  
Campus Academic Leader

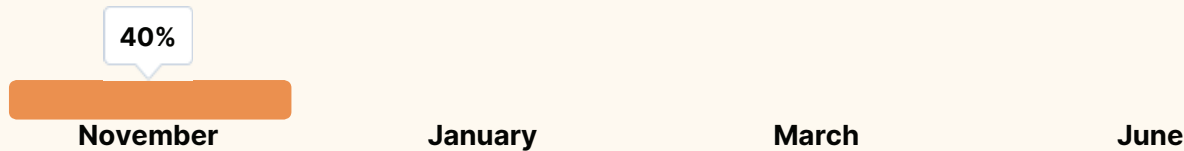
**Problem Statements:** Perceptions 1, 2

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

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 4

Gifted and Talented students will receive specific gifted and talented lesson from a qualified teacher during weekly pull out times.

**Strategy's Expected Result/Impact:** Increased use of engaging learning extensions and enrichment opportunities for students

**Staff Responsible for Monitoring:** Principals

Gifted and Talented Coordinator  
Campus Academic Leader

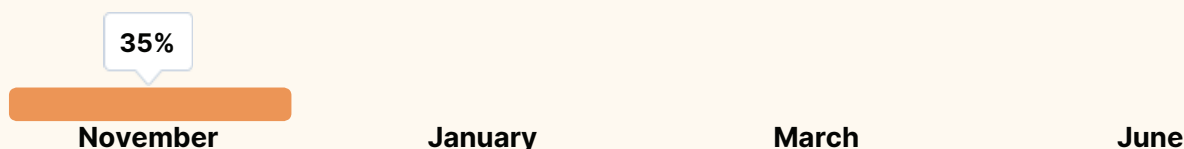
**Problem Statements:** Demographics 2

**Funding Sources:** Stipend for gifted and talented teachers 199 - General Fund, , Stipend for gifted and talented teachers 461 - Campus Activity Fund,

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 5

Teachers and administrators will use STAAR, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, and MAP data to drive instruction and tiered

intervention.

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

**Staff Responsible for Monitoring:** Principals  
Campus Academic Leader

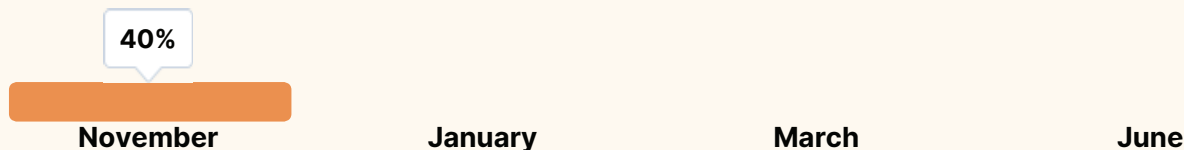
**Problem Statements:** Demographics 4 - Student Learning 4

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

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 6

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

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

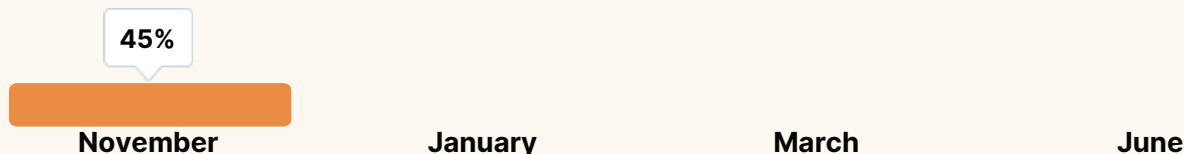
**Staff Responsible for Monitoring:** Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leader

**Problem Statements:** School Processes & Programs 6

**Title I:**

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 7

The campus will provide TEKS-aligned resources including but not limited to Math IXL, Facts on Fire, instructional 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:** Principal  
Campus Academic Leader

**Problem Statements:** Student Learning 3, 4, 11

**Funding Sources:** 211 - Title I, Part A, , 410- IMA, , 199 - General Fund,

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

30%

November

January

March

June

**Performance Objective 9 Problem Statements Identifying Demographics**

Problem Statement

Root Cause

2

5.0% of students at CE receive gifted and talented services versus 8% at the state level based on the 2024-2025 TAPR report.

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

4

Special Education students achieved 10% Meets in reading and 15% Meets in math based on preliminary 2024-2025 A-F accountability data.

The rigor in our resource classes has not been at the level of STAAR.

**Performance Objective 9 Problem Statements Identifying Student Learning**

Problem Statement

Root Cause

3

Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.

The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.

4

Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data.

Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support

with understanding the TEKS and identifying high priority learning targets.

11

Our SPED students scored 38% approaches on the math STAAR and 38% approaches on the reading STAAR.

Our SPED teachers not having high engagement in the planning process with their co-teachers. Resource class instruction, with the use of accommodations, not being to the rigor level of STAAR.

## Performance Objective 9 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

6

To meet A-F accountability goals, Tier 1 instruction must continue to improve.

Teachers need consistent bite sized actionable feedback on lesson internalization and through frequent data walks.

## Performance Objective 9 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

We have not developed strong academic partnerships with all of our parents.

There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events.

2

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

We need to build stronger partnership with parents when it involves their child's academic success, survey them on barriers that prevent their participation, and offer flexible opportunities to engage.

## Performance Objective 10 High Priority

The smallest of the 2 lowest performing subpopulations will maintain the interim academic target of 3 out of 4 or higher or increase one performance level in Academic Achievement Status in Domain 3 by June 2026.

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

### Strategy 1 Results Driven Accountability

The campus will support the implementation of data driven small group instruction, differentiation, and effective instructional practices in all reading and math classes.

**Strategy's Expected Result/Impact:** Increase in STAAR reading and math scores

**Staff Responsible for Monitoring:** Teaching, Learning, and Innovation Staff  
Special Programs Department  
Principals  
Campus Academic Leaders  
Interventionists

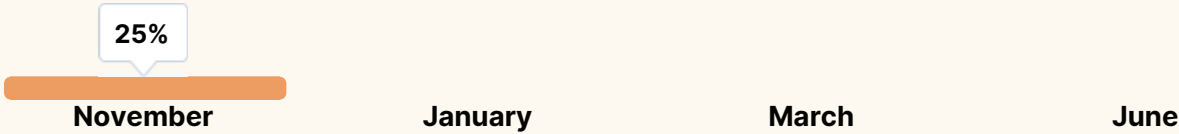
**Problem Statements:** Student Learning 1, 3, 4, 6, 11

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

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



Performance Objective 10 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                        | Root Cause                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>In Domain II, Academic Growth was a 79 based on A-F Accountability preliminary data for 2024-2025.                                                  | 4th grade, specifically 4th grade ELA, did not score as many growth points as the other areas that count towards domain II.                                                                                                       |
| 3<br>Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.                                 | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                                                                                                                                          |
| 4<br>Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data. | Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets. |
| 6<br>Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data.        | We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing.                                                                                                                          |
| 11<br>Our SPED students scored 38% approaches on the math STAAR and 38% approaches on the reading STAAR.                                                 | Our SPED teachers not having high engagement in the planning process with their co-teachers. Resource class instruction, with the use of accommodations, not being to the rigor level of STAAR.                                   |

Performance Objective 11  High Priority

Castleberry Elementary Emergent Bilinguals will meet the long-term target of 55% for English Language Proficiency in Closing the Gaps on the 2026 A-F Accountability Ratings.

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

Strategy 1

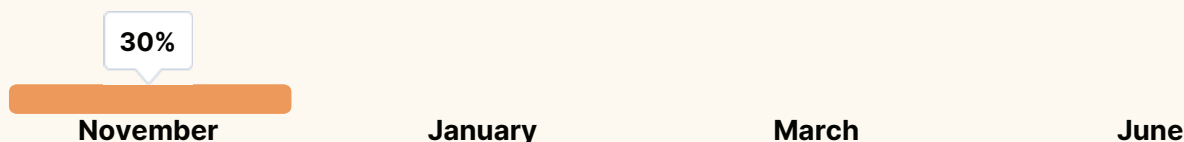
Teachers will guide students in setting personal goals to work toward throughout the year for the four domains of TELPAS.

**Strategy's Expected Result/Impact:** Increased performance on TELPAS

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
ESL Teachers  
Bilingual Teachers

**Problem Statements:** Student Learning 10

### Formative Reviews



## Strategy 2

The Campus Academic Leader and the Bilingual/ESL Teaching, Learning, and Innovation staff will provide continuous support to teachers on the implementation of the ELPS and various strategies to teach language through content while focusing on the varied needs for the specific domain.

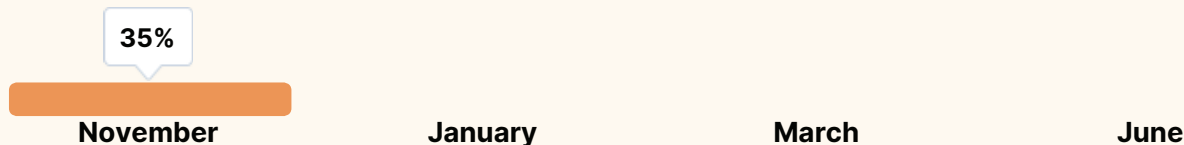
**Strategy's Expected Result/Impact:** Students make 1 year of progress on language acquisition as measured by TELPAS

**Staff Responsible for Monitoring:** Bilingual/ESL Coach  
Bilingual/ESL Coordinator  
TLI Staff  
CAL

**Problem Statements:** Student Learning 10

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 3

The campus will implement content based language supports and TELPAS item types added to the guiding documents by Teaching, Learning, and Innovation.

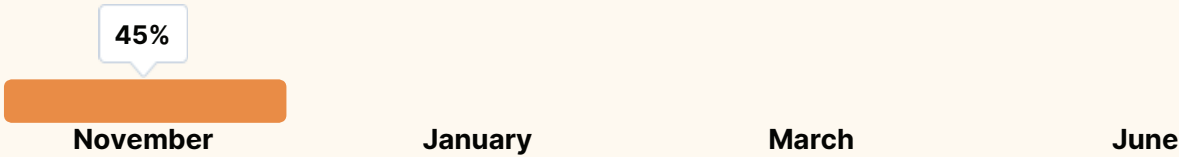
**Strategy's Expected Result/Impact:** Students make 1 year progress on language acquisition as measured by TELPAS, increased number of reclassified students

**Staff Responsible for Monitoring:** Bilingual/ESL Coordinator  
Principal  
Assistant Principal  
Campus Academic Leader  
Bilingual/ESL Coach  
Teachers

**Problem Statements:** Student Learning 10

**Funding Sources:** 263 - Title III, LEP, , 199 - General Fund,

**Formative Reviews**



**Strategy 4**

In collaboration with the Teaching, Learning, and Innovation team, the campus will implement an improved and targeted language development program to assist newcomers in their first and second years to develop English language proficiency.

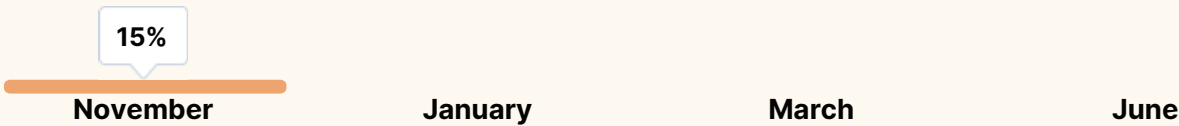
**Strategy's Expected Result/Impact:** Newcomers acquiring English more rapidly

**Staff Responsible for Monitoring:** Bilingual/ESL Coach, Bilingual/ESL Coordinator, Teaching, Learning, and Innovation Staff, Principal, CAL, Teachers

**Problem Statements:** Student Learning 10

**Funding Sources:** 263 - Title III, LEP, , 199 - General Fund,

**Formative Reviews**



**Performance Objective 11 Problem Statements Identifying Student Learning**

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

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

## Performance Objective 1 ☒ High Priority ☒ HB3 Goal

The percentage of 3rd grade students that score "meets" on STAAR Reading will increase from 33% to 40% by June 2026.

Evaluation Data Source: STAAR

### Strategy 1

Campuses will monitor the acquisition of foundational skills by studying student work, tracking data toward skill-specific goals, and adjusting instruction to meet specific needs.

**Strategy's Expected Result/Impact:** Strong Tier 1 instruction and mastery of skills

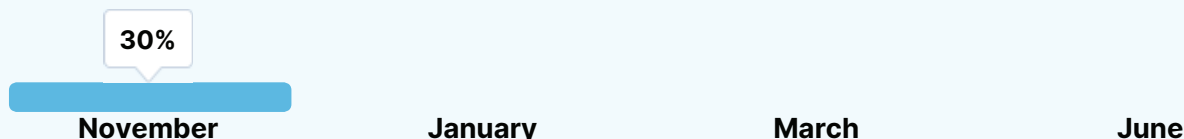
**Staff Responsible for Monitoring:** Early Literacy Coordinator  
Campus Academic Leader  
Teachers  
Demonstration Teacher

**Problem Statements:** Student Learning 5

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

#### Formative Reviews



### Strategy 2

Teachers will instruct students on how to respond to reading through constructed response.

**Strategy's Expected Result/Impact:** Higher comprehension of text and achievement on assessments and improved quality of writing.

**Staff Responsible for Monitoring:** Early Literacy Coordinator  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 3, 8, 9

**Title I:** 2.5.1

ESF Levers: Lever 5: Effective Instruction

## Formative Reviews



### Strategy 3

The campus will support teachers with the implementation of the 3 components of the structured literacy block as given from the TXRL grant.

**Strategy's Expected Result/Impact:** Increase student performance on indicators monitoring student progress in Early Literacy

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 8

**Funding Sources:** TXRL Grant,

**Title I:** 2.5.1

ESF Levers: Lever 5: Effective Instruction

## Formative Reviews



### Strategy 4

Refine the process of using data from Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding in Kindergarten-3rd grade to monitor the effectiveness of instruction and guide future instruction.

**Strategy's Expected Result/Impact:** Increase performance Early Literacy indicators and STAAR

**Staff Responsible for Monitoring:** Principal  
Teaching, Learning, and Innovation Staff  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 3, 5, 6

**Title I:** 2.5.1

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

### Formative Reviews



## Strategy 5

The campus will breakdown standards, create learning objectives, and review assessments and guiding documents with teachers during PLCs.

**Strategy's Expected Result/Impact:** Increased understanding of upcoming content and instructional implications

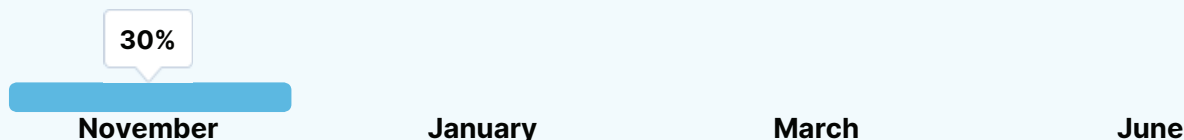
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers  
Demonstration Teacher

**Problem Statements:** Student Learning 2, 3, 5, 6

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 6

Early Literacy will emphasize knowledge building, vocabulary, and oral language development strategies for teachers to incorporate in the learning process.

**Strategy's Expected Result/Impact:** Increased reading comprehension

**Staff Responsible for Monitoring:** Early Literacy Coordinator  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 5, 6, 8

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

20%

November

January

March

June

### Strategy 7

Provide strategic interventions that focus on targeted skills using the menu of lessons that has been created.

**Strategy's Expected Result/Impact:** Higher achievement on assessments

**Staff Responsible for Monitoring:** Early Literacy Coordinator  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 5, 8

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

## Formative Reviews

30%

November

January

March

June

### Strategy 8

Students set literacy goals and monitor their own progress (skills acquisition, minutes read through Beanstack).

**Strategy's Expected Result/Impact:** Students will meet their goals

**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 5, 8

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

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

Formative Reviews



Strategy 9

The campus administrators will support campus staff in analyzing Early Literacy data after assessments to support the development of campus action plans.

**Strategy's Expected Result/Impact:** Increase student performance on Early Literacy indicators and STAAR

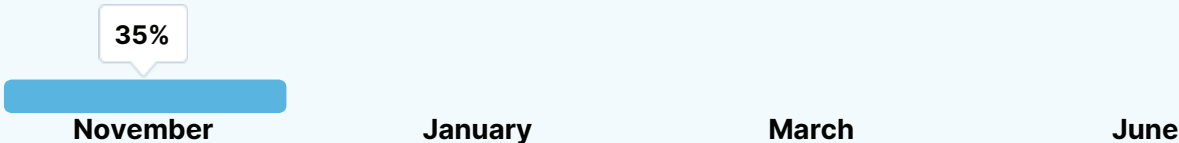
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
Demonstration Teacher

**Problem Statements:** Student Learning 5, 6, 8

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                    | Root Cause                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2<br>92% of Kindergarten, 93% of first, and 77% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2025.                                                                | Tests given at the EOY are taken online instead of on paper in 2nd grade. Inconsistencies in 1st grade staffing has made some students unprepared for the rigor of 2nd grade.              |
| 3<br>Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.                                                                                             | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                                                                                                   |
| 5<br>More than half of students are leaving primary grades below grade level in writing district wide.                                                                                                               | Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. |
| 6<br>Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data.                                                                    | We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing.                                                                                   |
| 8<br>At CE, 80% of kindergarten students, 38% of 1st grade students and we do not know how many 2nd grade students met or exceeded grade-level expectations for reading skills on end of year 2024-2025 assessments. | The test for measuring the standard was implemented late and with inconsistencies. Teachers lacked training and the expectation for teachers was not explicit.                             |
| 9<br>On the Reading STAAR, there are too many students scoring a 0 out of 10 points on the extended constructed response (ECR).                                                                                      | The writing process needs to be explicitly taught with intentional writing instruction. Training on the use of AI feedback to drive the improvement in student writing.                    |

Performance Objective 2 ☒ High Priority ☒ HB3 Goal

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

Evaluation Data Source: STAAR

## Strategy 1

Refine the process of using data from Quarterly Benchmarks, Common Formative Assessments, and Checks for Understanding in Kindergarten-3rd grade to monitor the effectiveness of instruction and guide future instruction.

**Strategy's Expected Result/Impact:** Increased student performance on Early Numeracy indicators and STAAR

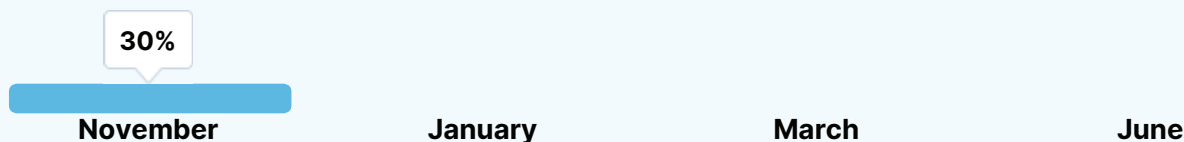
**Staff Responsible for Monitoring:** Principal  
Teaching, Learning, and Innovation Staff  
Campus Academic Leader

**Problem Statements:** Student Learning 2, 4

**Title I:** 2.5.1

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

### Formative Reviews



## Strategy 2

The campus will breakdown standards, create learning objectives, and review assessments and guiding documents with teachers during PLCs.

**Strategy's Expected Result/Impact:** Teachers will understand upcoming content and instructional implications

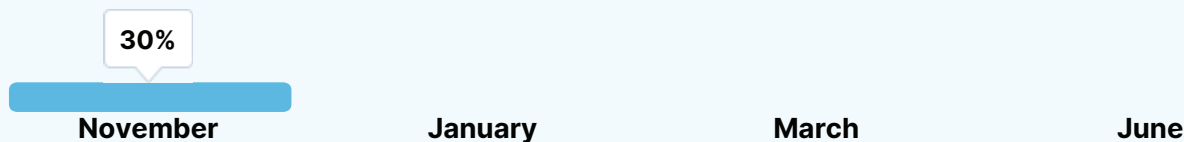
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader  
Teachers

**Problem Statements:** Student Learning 2, 4

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



## Strategy 3

Early Numeracy will emphasize knowledge building, vocabulary, student discourse, and use of manipulatives for teachers to incorporate in the learning process.

**Strategy's Expected Result/Impact:** Increased problem solving skills

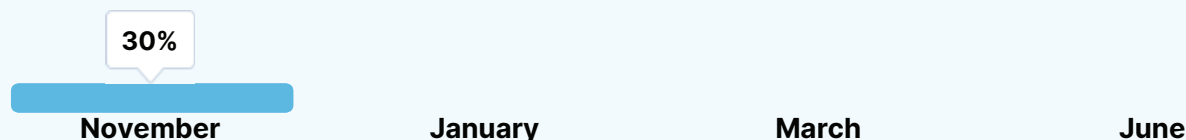
**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader

**Problem Statements:** Student Learning 2, 4

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



## Strategy 4

Provide strategic interventions that focus on targeted skills using the resources provided in the district guiding documents.

**Strategy's Expected Result/Impact:** Higher achievement on assessments

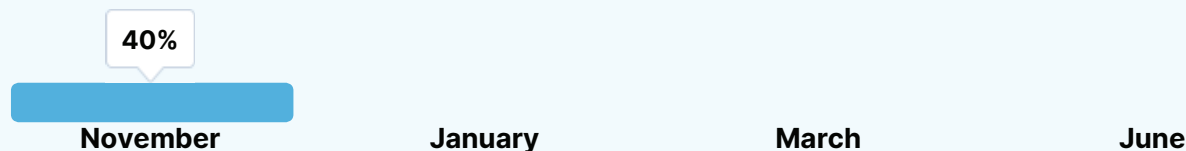
**Staff Responsible for Monitoring:** Early Literacy Coordinator  
Campus Academic Leader

**Problem Statements:** Student Learning 2, 4

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



## Strategy 5

Students set numeracy goals and monitor their own progress (skills acquisition through IXL).

**Strategy's Expected Result/Impact:** Increased student performance

**Staff Responsible for Monitoring:** Principal  
Campus Academic Leader

**Problem Statements:** Student Learning 2, 4

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

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



**Strategy 6**

The campus administrators will support campus staff in analyzing Early numeracy data after assessments to support the development of campus action plans.

**Strategy's Expected Result/Impact:** Increase student performance on Early Numeracy indicators and STAAR

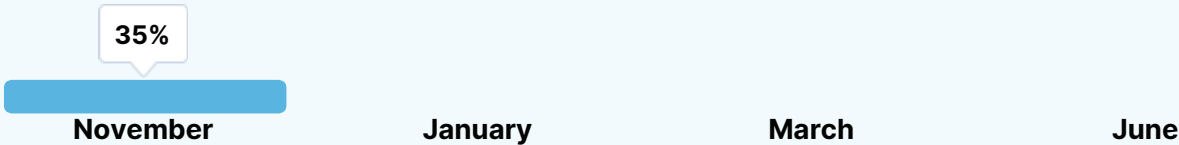
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader

**Problem Statements:** Student Learning 2, 4

**Title I:** 2.5.1

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                           | Root Cause                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>2</div> <div>92% of Kindergarten, 93% of first, and 77% of second are meeting grade level expectations on their EOY early numeracy math assessments for 2025.</div>    | <div>Tests given at the EOY are taken online instead of on paper in 2nd grade. Inconsistencies in 1st grade staffing has made some students unprepared for the rigor of 2nd grade.</div>                                                     |
| <div>4</div> <div>Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data.</div> | <div>Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets.</div> |

# Goal 3 Enhance Trust and Confidence in the District Through Effective Communication

## Performance Objective 1

Provide weekly updates to campus staff and bi-weekly updates to parents about progress, changes, and important events along with opportunities for stakeholders to provide feedback throughout the 2025-2026 School Year.

**Evaluation Data Source:** Parent Square, Facebook, District Website

### Strategy 1

The campus will use ParentSquare to send out communications as needed and is committed to using a parent newsletter bi-weekly.

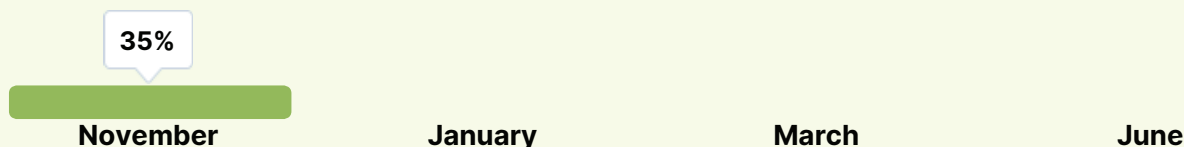
**Strategy's Expected Result/Impact:** Effective communication with parents through various outlets

**Staff Responsible for Monitoring:** Principal  
Campus Communication Leader

**Problem Statements:** Perceptions 4

**Funding Sources:** 199 - General Fund,

**Formative Reviews**



## Performance Objective 1 Problem Statements Identifying Perceptions

| Problem Statement                                                                             | Root Cause                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4</b> Success of parent involvement events is measured by attendance rather than outcomes. | There needs to be an increase in REAL Family Engagement opportunities focused on academic performance, the importance of attendance, and supports for managing difficult behaviors. |

## Performance Objective 2

Foster collaboration and communication between teachers, students, and parents on student progress

through both personal conversations, digital tools and platforms that enable real-time communication and feedback. Our goal is to have 80% of our parents attend our student led conferences, increase our parent feedback by 10%, and increase our ParentSquare usage by 5% by June 2026.

**Evaluation Data Source:** Parent surveys, attendance at events, the number of families engaged with communication platforms (Parent Square, Canvas, Facebook, Instagram)

Strategy 1

Engage parents at every opportunity to participate in our student-led conferences scheduled for October 27, 2025 and February 2, 2026. RSVPs and reminders will be sent out through ParentSquare. We will also incentivize parent attendance with fun activities and/or drawings.

**Strategy's Expected Result/Impact:** Increased parent engagement, increased retention of families

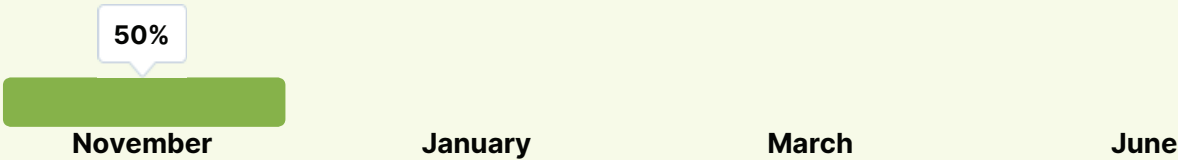
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Media Coordinator  
Counselors  
Teachers

**Problem Statements:** Perceptions 1, 4

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

**ESF Levers:** Lever 3: Positive School Culture

Formative Reviews



Strategy 2

After REAL family engagement events at the school, there will be a parent survey for feedback to be used when planning future events/programs.

**Strategy's Expected Result/Impact:** Survey results of school events will guide future events

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors  
ACE Site Coordinator

**Problem Statements:** Perceptions 2, 4

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

30%

November

January

March

June

### Strategy 3

Ensure all families are set up to be partners with the school in their child's education by establishing two way communication and becoming an observer in Canvas prior to the start of school the school year.

**Strategy's Expected Result/Impact:** Increased communication between parents and teachers, increased use of Parent Square

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers

**Problem Statements:** Perceptions 1

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

30%

November

January

March

June

### Strategy 4

Implement consistent data driven practices and parent communication for all students in STARS to be reflected in 100% of IEPs, progress reports, and informal data tracking sheets.

**Strategy's Expected Result/Impact:** Thorough data tracking and increased communication with parents

**Staff Responsible for Monitoring:** Principals  
Assistant Principals  
Diagnosticians  
Special Education Teachers

**Problem Statements:** Perceptions 4

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

25%

November

January

March

June

### Performance Objective 2 Problem Statements Identifying Perceptions

|   | Problem Statement                                                                                                         | Root Cause                                                                                                                                                                                                                  |
|---|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | We have not developed strong academic partnerships with all of our parents.                                               | There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events. |
| 2 | We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night. | We need to build stronger partnership with parents when it involves their child's academic success, survey them on barriers that prevent their participation, and offer flexible opportunities to engage.                   |
| 4 | Success of parent involvement events is measured by attendance rather than outcomes.                                      | There needs to be an increase in REAL Family Engagement opportunities focused on academic performance, the importance of attendance, and supports for managing difficult behaviors.                                         |

### Performance Objective 3

Increase attendance from 93.7% to 95% through timely effective communication by June 2026.

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

#### Strategy 1

Utilize the assistant principal and attendance clerk to develop consistent communication and support between classroom teachers and families.

**Strategy's Expected Result/Impact:** Increased attendance rate, fewer students who need Truancy Prevention Measures, stronger relationships with families, parents who are educated on the importance of daily attendance

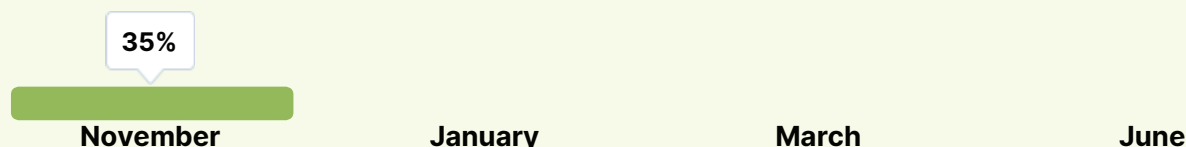
**Staff Responsible for Monitoring:** attendance clerk  
Assistant Principal

**Problem Statements:** Demographics 3

**Funding Sources:** 199 - General Fund,

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 2

Teachers and the attendance clerk will reach out to parents of students that are absent on a frequent basis to build relationships and inform parents of the importance of school attendance.

**Strategy's Expected Result/Impact:** Improved student attendance

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers  
Attendance Clerk

**Problem Statements:** Demographics 3

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 3

Castleberry Elementary will implement appropriate truancy prevention measures, incentivizing regular attendance, and increasing parent awareness of the importance of consistent school attendance.

**Strategy's Expected Result/Impact:** Improved attendance habits, Increased student achievement

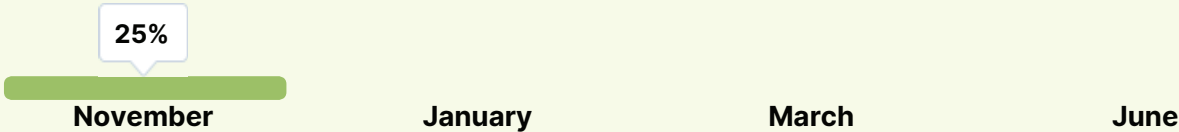
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Attendance Clerk  
Teachers

**Problem Statements:** Demographics 3

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

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**



**Performance Objective 3 Problem Statements Identifying Demographics**

| Problem Statement                                                                       | Root Cause                                                                                                                           |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <div>3</div> <div>The attendance rate for the 2024-2025 school year is below 95%.</div> | Parents do not understand our illness policy and what constitutes an illness that would prevent their student from coming to school. |

**Performance Objective 4**

Increase the quality of parent and family engagement by ensuring that all engagement events include at minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships and Leadership) engagement criteria during the 2025-2026 School Year.

**Evaluation Data Source:** Flyers/Advertisements of Events  
Attendance sign-in sheets  
Surveys - Feedback from parents  
Parent Square  
Partner with ACE to plan and coordinate events

**Strategy 1**

CE will partner with ACE to plan activities that comply with ESSA Title I, Part A Requirements and meet REAL (Relationships, Experiences, Academic Partnerships, and Leadership) engagement criteria.

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

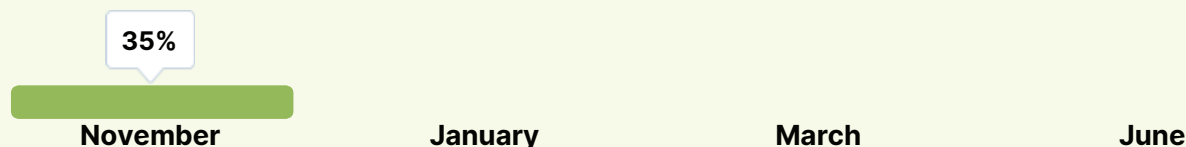
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
Counselors

**Problem Statements:** Perceptions 1, 2, 3, 4

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 2

In order to build capacity and create an empowering culture, the campus will provide professional development on family engagement to all staff. The campus will share family engagement information, materials and resources.

**Strategy's Expected Result/Impact:** Student academic growth, increased attendance, decreased discipline problems

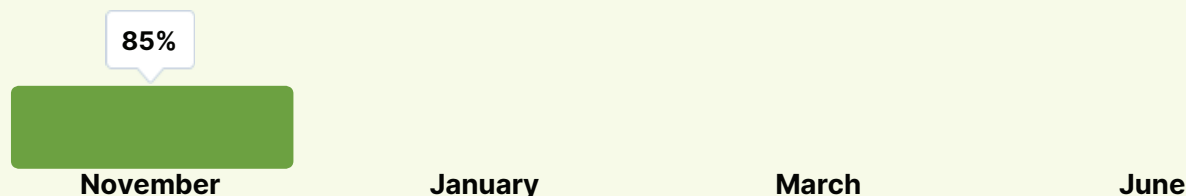
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors

**Problem Statements:** Perceptions 4

**Funding Sources:** 199 - General Fund, , 211 - Title I, Part A, , 263 - Title III, LEP, , 461 - Campus Activity Fund,

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



Performance Objective 4 Problem Statements Identifying Perceptions

| Problem Statement                                                                                                              | Root Cause                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>We have not developed strong academic partnerships with all of our parents.                                               | There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events. |
| 2<br>We have had low parent attendance for events when the focus is primarily academic, such as our STAAR informational night. | We need to build stronger partnership with parents when it involves their child's academic success, survey them on barriers that prevent their participation, and offer flexible opportunities to engage.                   |
| 3<br>Our PTO involvement is minimal.                                                                                           | Parents are willing to come serve a specific, short term role, but we have not identified a parent able to take on a bigger, long-term PTO role. We must continue to recruit.                                               |
| 4<br>Success of parent involvement events is measured by attendance rather than outcomes.                                      | There needs to be an increase in REAL Family Engagement opportunities focused on academic performance, the importance of attendance, and supports for managing difficult behaviors.                                         |

Performance Objective 5

Promote and maintain a healthy environment that fosters physical, mental, and social and emotional wellness for all students, staff, and the community on a daily basis. We will accomplish this during the 2025-2026 School Year by having calm down areas in 100% of classrooms, providing Lunch and Learn sessions 3 times a year to inform families of available resources, and by embedding Purposeful People throughout the school.

**Evaluation Data Source:** Safety measures taken by district and campus  
Utilize Character Strong's Curriculum Purposefull People

Strategy 1

Implement a variety of programs to promote conflict resolution, healthy relationships, character development, bully prevention, drug awareness, and crisis prevention response.

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

**Staff Responsible for Monitoring:** Director of School and Student Support

Principal

Assistant Principal

Counselors

**Problem Statements:** School Processes & Programs 2, 5

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

35%

November

January

March

June

## Strategy 2

Increase campus focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, police officer, and administrators).

**Strategy's Expected Result/Impact:** Increased student safety, decreased number of suicide ideation , safe and secure campuses and facilities.

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselors

School Resource Officer

Safe and Supportive School Staff

**Problem Statements:** School Processes & Programs 4

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

No Progress  
November

January

March

June

## Strategy 3

Embed social emotional learning in the school day to promote student well being by using Purposefull People

**Strategy's Expected Result/Impact:** Improved social and emotional well being of students

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Counselors

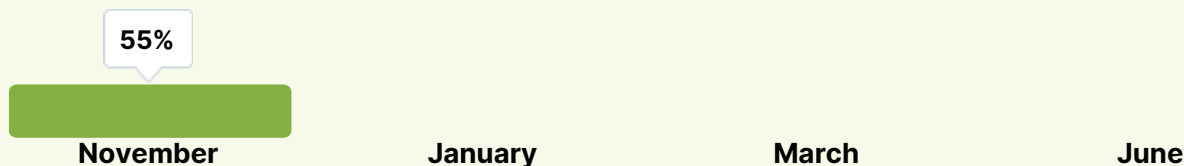
Teachers

**Problem Statements:** School Processes & Programs 2, 5

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 4

The staff will be trained on the Purposefull People curriculum to help promote a safe environment for our school by implementing their SEL program.

**Strategy's Expected Result/Impact:** Decreased in discipline referrals, increased positive school culture

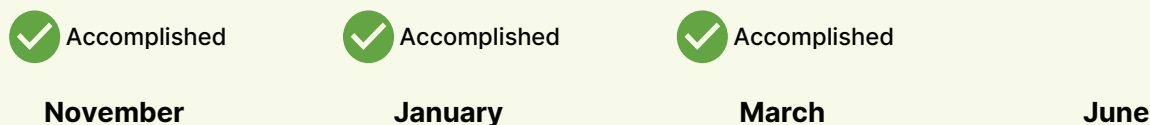
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader  
Counselors

**Problem Statements:** School Processes & Programs 2, 5

**Funding Sources:** 211 - Title I, Part A, \$478

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



Performance Objective 5 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                                                                         | Root Cause                                                                                                                                                                                       |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | In 2024-2025, we received 573 discipline referrals.                                                                                                       | Teachers not consistently going through the 5-step process before submitting a referral, and teachers not having a full understanding of when to bypass the 5-step process to submit a referral. |
| 4 | When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. | Necessary treatment is outside the scope of what can be provided in the educational setting.                                                                                                     |
| 5 | There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.                                        | Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.     |

# Goal 4 Implement Effective and Efficient Operations

## Performance Objective 1

Continue to be fiscally responsible and maintain a healthy budget for the 2025-2026 School Year.

**Evaluation Data Source:** Budget data

### Strategy 1

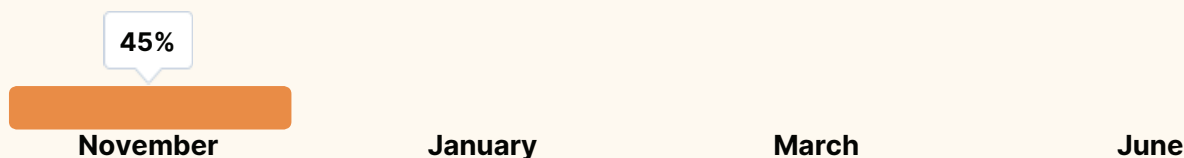
Conduct budget meetings with campus secretary to review and manage all budgets. Ensure budget lines and codes support campus priorities.

**Strategy's Expected Result/Impact:** Error free records, documentation of purchases and orders

**Staff Responsible for Monitoring:** Principal  
Campus Secretary

**Problem Statements:** School Processes & Programs 7

#### Formative Reviews



### Strategy 2

Utilize funds to support school activities and to purchase supplemental resources that support instruction.

**Strategy's Expected Result/Impact:** Increased student achievement

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

**Problem Statements:** Student Learning 3, 4, 6, 8

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

**TEA Priorities:** Build a foundation of reading and math

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

Formative Reviews

45%

November

January

March

June

Strategy 3

Partner with ACE through the 21st Century grant to support an effective afterschool program and robust family engagement events.

**Strategy's Expected Result/Impact:** Increased student achievement and engagement, increased partnership with parents and community

**Staff Responsible for Monitoring:** Principal  
ACE Program Director  
Assistant Principal  
ACE Site Coordinator  
ACE Teachers and Staff

**Problem Statements:** Perceptions 1, 2, 4

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

Formative Reviews

40%

November

January

March

June

Performance Objective 1 Problem Statements Identifying Student Learning

|   | Problem Statement                                                                                                                                   | Root Cause                                                                                                                                                                                                                        |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement.                                 | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                                                                                                                                          |
| 4 | Only 34% of 3rd-5th grade students scored at Meets grade level or above in math on STAAR in 2024-2025 based on preliminary A-F Accountability data. | Teachers need more professional learning, opportunities to internalize lessons, coaching on teaching to the rigor of essential standards, and support with understanding the TEKS and identifying high priority learning targets. |

6

Only 44% of 3rd-5th graders scored at Meets grade level or above on STAAR reading in 2024-2025 based on preliminary A-F accountability data.

We had too many students scored 0 on the ECR caused by a lack of explicit tier 1 instruction in writing.

8

At CE, 80% of kindergarten students, 38% of 1st grade students and we do not know how many 2nd grade students met or exceeded grade-level expectations for reading skills on end of year 2024-2025 assessments.

The test for measuring the standard was implemented late and with inconsistencies. Teachers lacked training and the expectation for teachers was not explicit.

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

### Problem Statement

### Root Cause

7

State funding for public education has not kept pace with inflation or the increasing needs of students, leaving less funding per pupil than is required to sustain high-quality programs and support services. This creates challenges in maintaining instructional resources, staffing supports, and student opportunities. Budgets must be watched closely and carefully planned and executed.

Legislative cuts to school finance

## Performance Objective 1 Problem Statements Identifying Perceptions

### Problem Statement

### Root Cause

1

We have not developed strong academic partnerships with all of our parents.

There have been limited opportunities for parents to engage in their individual child's learning. We need to continue to encourage them to become observers in canvas and provide incentives for attending academic events.

2

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

We need to build stronger partnership with parents when it involves their child's academic success, survey them on barriers that prevent their participation, and offer flexible opportunities to engage.

4

Success of parent involvement events is measured by attendance rather than outcomes.

There needs to be an increase in REAL Family Engagement opportunities focused on academic performance, the importance of attendance, and supports for managing difficult behaviors.

## Performance Objective 2

Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication by June 2026.

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

### Strategy 1

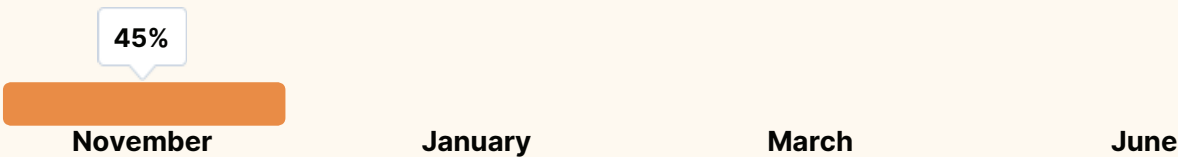
Implement and assess campus safety and security audits to identify hazards, threats, and vulnerabilities that might possess a potential threat to students and staff.

**Strategy's Expected Result/Impact:** Safe and secure campus, improved staff and substitutes preparedness for emergencies

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
School Resource Officer  
Teachers

**Problem Statements:** School Processes & Programs 8

#### Formative Reviews



### Strategy 2

Continue to be active and visible on campus (interior and exterior) through various usage of safety and security personnel that includes daily door checks and patrolling the exterior of the campus.

**Strategy's Expected Result/Impact:** Positive feedback from students, parents, community, and district surveys, lowered student discipline referrals, decreased suspicious activity.

**Staff Responsible for Monitoring:** CISD Police Department  
Principal  
Safety and Security Coordinator

**Problem Statements:** School Processes & Programs 8

## Formative Reviews

50%

November

January

March

June

### Strategy 3

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

**Strategy's Expected Result/Impact:** Increased overall school safety for students, staff, and visitors, clear and concise communication to all stakeholders

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

**Problem Statements:** School Processes & Programs 8

## Formative Reviews

45%

November

January

March

June

### Strategy 4

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

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

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors  
Teachers

**Problem Statements:** School Processes & Programs 2

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

45%

November

January

March

June

## Strategy 5

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

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

**Staff Responsible for Monitoring:** Assistant Superintendent of Student Services  
Facilities and Operations  
Communications Coordinator  
CISD Police Department  
Safety and Secure Coordinator  
Campus Administrators

**Problem Statements:** School Processes & Programs 4, 8

## Formative Reviews

45%

November

January

March

June

## Strategy 6

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

**Strategy's Expected Result/Impact:** Clear and concise communication to all stakeholders

**Staff Responsible for Monitoring:** Assistant Superintendent of Student Services  
Facilities and Operations  
Communications Coordinator  
CISD Police Department  
Safety and Secure Coordinator  
Campus Administrators

**Problem Statements:** School Processes & Programs 8

## Formative Reviews

35%

November

January

March

June

### Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

In 2024-2025, we received 573 discipline referrals.

Teachers not consistently going through the 5-step process before submitting a referral, and teachers not having a full understanding of when to bypass the 5-step process to submit a referral.

4

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

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

8

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 3

Continue the implementation of the School Behavioral Threat Assessment team that conducts behavioral threat assessments and conduct all threat assessments following district guidelines and within the approved time frame during the 2025-2026 School Year.

**Evaluation Data Source:** Threat Assessment Documentation

#### Strategy 1

Review, monitor, and train the Safe and Supportive School Team on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.

**Strategy's Expected Result/Impact:** Increased student safety, decreased number of suicide ideations, increased safe and secure campus

**Staff Responsible for Monitoring:** Safe and Supportive School Staff

**Problem Statements:** School Processes & Programs 4, 5, 8

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews

30%

November

January

March

June

## Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

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

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

5

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

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

8

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

Utilize multi-tiered systems of support (MTSS) through quarterly meetings to ensure that the social emotional needs of students are met by June 2026.

**Evaluation Data Source:** Behavior and Counseling Data  
Panorama Data

## Strategy 1

Incorporate Tier 1 Behavior Management into data walk forms and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators.

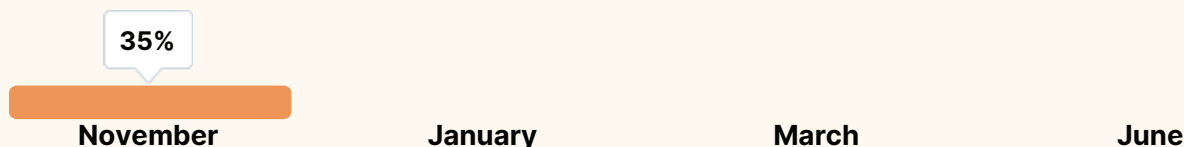
**Strategy's Expected Result/Impact:** Reduction in discipline referrals, related threat assessments, and reactive counseling services

**Staff Responsible for Monitoring:** Director of School and Student Support  
Principals  
Assistant Principals  
Counselors  
Teachers

**Problem Statements:** School Processes & Programs 2, 4, 5

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 2

Monitor the implementation of Social Emotional Learning (SEL) time and Tier 1 lessons.

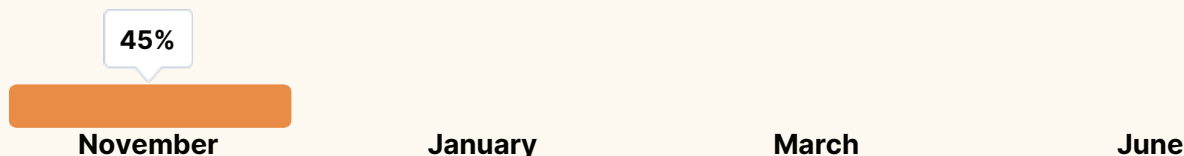
**Strategy's Expected Result/Impact:** Reduced discipline referrals, meet requirements for bullying instruction

**Staff Responsible for Monitoring:** Director of School and Student Support  
Principals  
Assistant Principals

**Problem Statements:** School Processes & Programs 5

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



Performance Objective 4 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                                                                                              | Root Cause                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2<br>In 2024-2025, we received 573 discipline referrals.                                                                                                       | Teachers not consistently going through the 5-step process before submitting a referral, and teachers not having a full understanding of when to bypass the 5-step process to submit a referral. |
| 4<br>When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. | Necessary treatment is outside the scope of what can be provided in the educational setting.                                                                                                     |
| 5<br>There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.                                        | Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.     |

Performance Objective 5  High Priority

Implement retention strategies to retain 90% of teachers from the 2025-2026 School Year.

Evaluation Data Source: Teacher retention data

Strategy 1

Provide opportunities for growth and leadership through professional learning.

Strategy's Expected Result/Impact: Less than 10% turn over rate.

Staff Responsible for Monitoring: Talent and Acquisition Director  
Principal  
Teachers

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

45%

November

January

March

June

## Strategy 2

Develop and implement a substitute plan that includes training, campus safety procedures, sub plans, and relationship building.

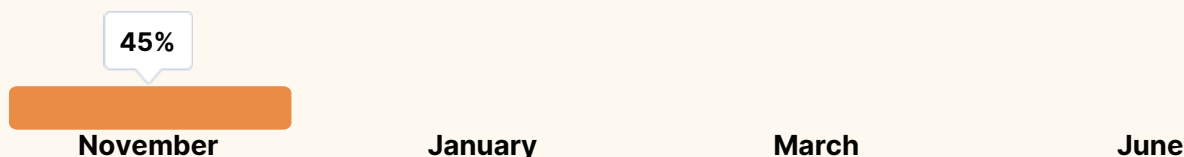
**Strategy's Expected Result/Impact:** Increased sub fill rate

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers  
Office Staff

**Problem Statements:** School Processes & Programs 9

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 3

Establish strong relationships with substitutes to increase the overall fill rate of the campus.

**Strategy's Expected Result/Impact:** Increased substitute fill rate

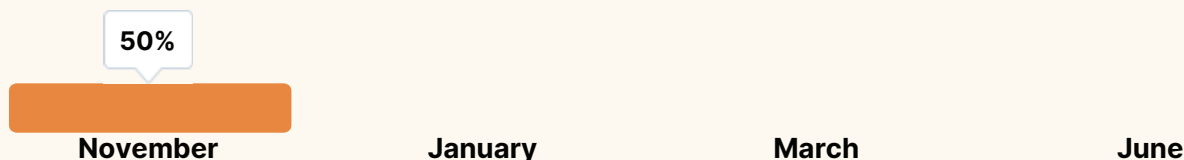
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Teachers  
Office Staff

**Problem Statements:** School Processes & Programs 9

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 4

The Principal, Assistant Principal, and Campus Academic Leader will coach teachers, provide feedback, and debrief with selected teachers weekly.

**Strategy's Expected Result/Impact:** Increased rigor of instruction

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Academic Leader

Teachers

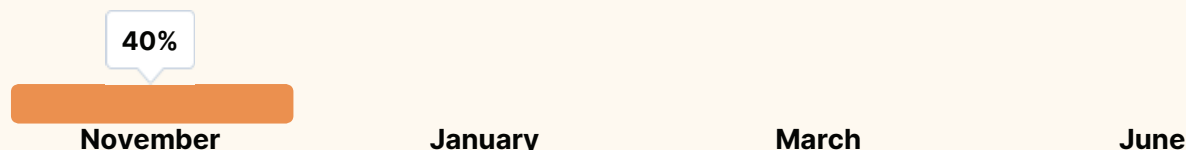
**Problem Statements:** School Processes & Programs 6

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**



## Strategy 5

Castleberry Elementary administrators will develop coaching plans for teachers using the district coaching plan document and timelines. The administrators will meet with the teachers and instructional coaches to review the coaching plans and monitor progress.

**Strategy's Expected Result/Impact:** Increased teacher capacity and improved student achievement

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Campus Academic Leader

Instructional Coaches

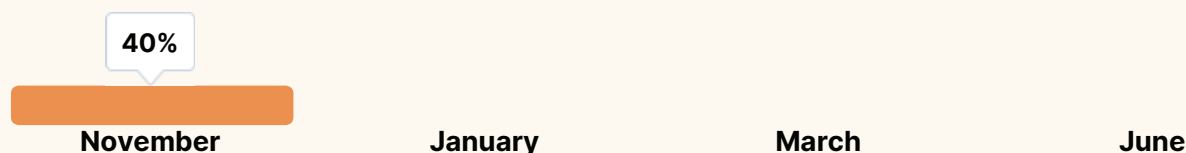
**Problem Statements:** School Processes & Programs 6

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**



## Strategy 6

Provide staff appreciation events and activities throughout the school year to promote a positive culture and mental wellbeing for all.

**Strategy's Expected Result/Impact:** Staff who feel appreciated for their hard work and remain at Castleberry Elementary

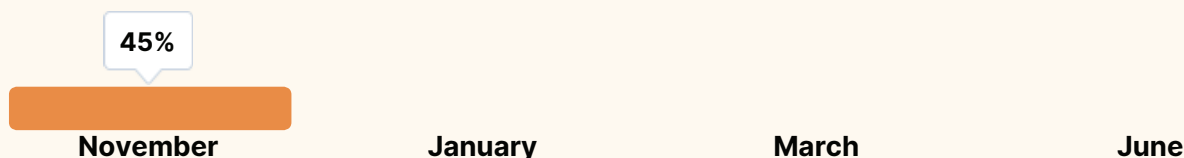
**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Campus Academic Leader

**Problem Statements:** School Processes & Programs 3

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

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews



## Strategy 7

The campus will implement the district instructional coaching model with job-embedded professional learning opportunities to increase the effective use of strong instructional strategies within Tier 1 instruction.

**Strategy's Expected Result/Impact:** Growth in student engagement, Increased student achievement

**Staff Responsible for Monitoring:** Content Coordinators  
Principal  
Assistant Principal  
Campus Academic Leader  
Instructional Coaches

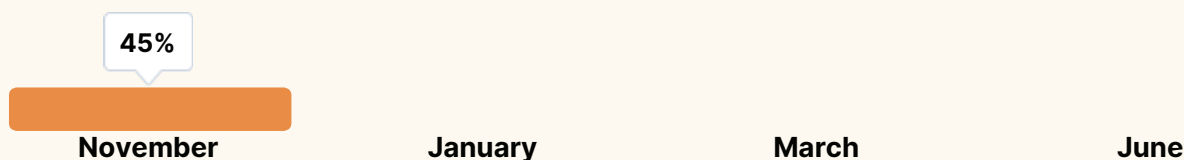
**Problem Statements:** Student Learning 3, 7 - School Processes & Programs 6

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

|   | Problem Statement                                                                                                   | Root Cause                                                                                                                                                                                                        |
|---|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Based on 2024-2025 preliminary A-F Accountability data, CE scored a 71 out of 100 in Domain I, Student Achievement. | The writing in 3-5 ELA had too many zeros. 3rd grade math underperformed previous years.                                                                                                                          |
| 7 | STAAR 5th grade science performance is 36% Meets based on preliminary 2024-2025 A-F accountability data.            | We need stronger vertical alignment in 3rd and 4th grade to support the efforts of our 5th grade science teachers. A lack of hands-on activities in 3rd and 4th grade hinder certain aspects of science learning. |

Performance Objective 5 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                                                                                                                                                                                                | Root Cause                                                                                                                                                                                                                                                             |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Climate surveys are conducted for teachers only at this time. This data is used to make decisions about how to recognize and provide opportunities for growth. However, the survey does not capture other employee feedback regarding campus and department climate and culture. | While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still only developing teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff. |
| 6 | To meet A-F accountability goals, Tier 1 instruction must continue to improve.                                                                                                                                                                                                   | Teachers need consistent bite sized actionable feedback on lesson internalization and through frequent data walks.                                                                                                                                                     |
| 9 | PLCs are rarely cancelled due to a significant increase in the sub fill rate. The campus will continue to implement a substitute plan.                                                                                                                                           | Intentional efforts to demonstrate appreciation for substitutes and recruit them to work at Castleberry Elementary.                                                                                                                                                    |