Castleberry Independent School District

Castleberry High School

Accountability Rating: B

2025-2026 Campus Improvement Plan

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Mission Statement

The mission of Castleberry High School is to provide a positive learning environment that engages, mentors, and motivates students to excel as successful lifelong learners.

Vision

All learners. All passions. One team.

Value Statement

Values of Castleberry High School: Growth Mindset, Culture, Community, Collaboration, & Student Engagement

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Comprehensive Needs Assessment

Demographics

Summary

The demographic information below is based on the 2023–2024 Texas Academic Performance Report (TAPR).

Castleberry High School (CHS) is located in Fort Worth, Texas, within Castleberry Independent School District (CISD), and serves students in grades 9–12. Total enrollment for the 2023–2024 school year was 1,075 students.

Campus Demographics:

- White: 9.1%
- Hispanic: 86.5%
- Black/African American: 2.4%
- Asian: 0.4%
- American Indian: 0.3%
- Two or More Races: 1.3%
- Economically Disadvantaged: 88.4%

Additional Student Data:

- Gender Distribution: 48.3% Male, 51.7% Female
- Attendance Rate: 91.4%
- Gifted & Talented: 8.9%
- College & Career Technical Education (CTE): 86% enrolled in at least one course
- Dual Credit Enrollment: 36.6% (compared to 23.6% statewide)
- Texas Success Initiative Assessment (TSIA) Participation: 9% of economically disadvantaged students
- Emergent Bilingual (EB): 3.6%
- Special Education (SPED): 10.7%

Grade-Level Enrollment (2023–2024):

- 9th Grade – 295 students
- 10th Grade – 294 students
- 11th Grade – 279 students
- 12th Grade – 207 students

Graduation Data:

- The four-year graduation rate for the Class of 2024 was 93.4%.
- An additional 54 students transitioned to and graduated from REACH High School.
- The five-year graduation rate was 93.5%.

District Beliefs and Commitments

The Castleberry Independent School District is dedicated to providing a high-quality education that prepares students to succeed in college, career, and life. The following beliefs guide our work across all campuses:

- Students: We believe our students are valued, independent thinkers who embrace opportunities for character development and demonstrate readiness for college, career, and military pathways as global citizens.
- Parents and Families: We believe families are essential partners in the educational process and play a critical role in amplifying student success.
- Teachers: We believe teachers are integral to student learning and must be valued, supported, and empowered to grow in knowledge and instructional practice.
- Campus Leaders: We believe campus leaders should model cultural awareness, responsiveness to student needs, effective communication, and a commitment to fostering belonging and success.
- District Leadership: We believe the Superintendent and Central Office provide innovative tools, resources, and community engagement to drive student success.
- School Board: We believe the School Board inspires excellence, approves strategic actions that prioritize student achievement, and cultivates meaningful partnerships within the district and community.

Strengths

Campus and Community Overview

Castleberry High School is a **close-knit campus community** where many students have grown up together and attended schools within Castleberry ISD since their elementary years. The surrounding community strongly supports the district's belief that **positive and lasting cultural relationships** are built through shared experiences and long-term engagement between families, students, and staff.

Castleberry High School is relatively **homogeneous in diversity and socioeconomic status**, reflecting the demographics of the district it serves. While parent participation remains an area for growth, the majority of CHS parents demonstrate strong **support for campus initiatives and improvement efforts.**

Academic and Program Highlights

- **College, Career, and Technical Education (CTE):** 60.8% of students were enrolled in and completed at least one CTE course.
- **Dual Credit Enrollment:** 36.6% of CHS students participated in dual credit coursework, exceeding the **state average of 23.6%.**
- **CCMR Performance:** CHS continues to show growth in College, Career, and Military Readiness, improving from **97% to 99% in 2024.**
- **Graduation Rate:** The preliminary four-year graduation rate for the Class of 2023 was **93.4%.**
- **Leavers:** Only **three students** were reported as leavers during the 2023–2024 school year.
- **Substitute Teacher Fill Rate:** The campus reported a **77% fill rate** for substitute coverage in 2024.
- **Accountability Rating:** CHS earned a **"B" academic rating for the second consecutive year.**

Student Achievement and Extracurricular Success

Castleberry High School continues to take pride in the achievements of its students both academically and extra curricular activities.

- The **CHS Football Team** advanced to the **playoffs**, demonstrating determination and school pride.

- **Los Leones** were ranked **4th in the state**, showcasing outstanding performance and dedication.
- The **Theater Department** earned recognition as an **Alternate to the Area Competition.**
- The **CHS Band** advanced to the **UIL Area Competition**, representing the school and community with excellence.
- Men's Varsity Soccer team was 2nd place in 4a State category.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
2	During the 2023-2024 school year, there were 6,582 vape hits recorded. In 2024-2025, our administrative team successfully reduced that number by 60%. This year, our goal is to achieve an additional 5% reduction.	Many high school students vape because of peer influence, curiosity, and the belief that it's safer than smoking. The variety of flavors and discreet devices make it appealing, while some use it to cope with stress or anxiety.
3 ★	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

★ = Priority

Student Learning

Summary

The 2024–2025 A–F Accountability Ratings. The information below is based on preliminary A–F Accountability data for the 2024–2025 school year.

STAAR Spring 2024-2025 data:

ELA 1: 55% Approaches, 34% Meets and 6% Masters

ELA 2: 64% Approaches, 43% Meets and 3% Masters

Algebra 1: 60% Approaches, 18% Meets and 6% Masters

Biology: 90% Approaches, 42% Meets and 6% Masters

US History: 92% Approaches, 48% Meets and 12% Masters

TELPAS: CHS met the interim target of 34

School districts receive a bonus for each student who successfully meets the TSI criteria over a designated threshold. The threshold data for CISD and performance for 2024 accountability are included below.

Outcome Bonuses 2024	Total Graduates	Total Graduates Needed to Meet the Threshold	Number of Graduates Necessary to Meet CCMR OB Threshold**	Total Number of Annual Graduates who Met CCMR OB Criteria	# of Graduates Above CCMR OB Threshold
ECO Dis	236	11%	25	32	0
Non-Eco Dis	36	22%	8	7	0
Special Ed	21	0%	0	0	0

Graduation Rate:

According to the 2023-2024 TAPR report, CHS had a Graduation Rate of 93.4. The state accepts the best percentage for either the Four, Five, or Six-Year Graduation rate. The Five-Year Graduation Rate of 93.5% was used to calculate the Domain One score along with the district's dropout rate of .3%.

Attendance:

When comparing 2021-2022 attendance rates to 2022-2023 CHS increased attendance from 91.1% to 91.6%. Attendance continues to be a focus area and will be a high priority for the 2024-2025 school year.

Strengths

STAAR/EOC

Based on preliminary 2025 A-F Accountability ratings, CHS has an overall score of a 83 with a campus rating of a B

Biology Strengths

- High School Biology STAAR EOC **Meets** percentages increased from 37 to 42 (5% gain).
- TELPAS interim target was a 34% and CHS hit 39%.

Social Studies Strengths

- High School U.S. History had 92% of students as **Approaches**, 48% of students at **Meets**

Advanced Academics/CCMR Learning Strengths

Based on College Registrar reports:

- 115 students* took advantage of Dual Credit courses through Tarrant County College (TCC).
    - Art Appreciation 25
    - Speech 27 students
    - Government 23 students
    - British Lit 1 15 students
    - British Lit 2 15 students
    - Total of 305 hours
- Enrolled college credits: 368 college credit hours (TCC, TSTC, UT OnRamps)
    - 219 students enrolled* in dual enrollment OnRamps courses through the University of Texas in Austin. *Enrolled students include those taking more than one OnRamps course.
    - 526 total course enrollments
        - In 2021-2022 there were 399 enrollments.
        - In 2022-2023 there were 468 enrollments.
        - In 2023-2024 there were 493 enrollments.
        - In 2024-2025 there were 526 enrollments.
    - 97% Course completions
    - College Credits
        - Chemistry 72 students enrolled and 94% completed the course.
        - College Algebra 24 students enrolled and 100% completed the course.
        - Pre-calculas 48 students enrolled and 94% completed the course.
        - US History 90 students enrolled and 100% completed the course.
    - The cost savings for students who participated in OnRamps was $333,402.
    - TSIA Exemptions through OnRamps equaled 50 students.

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

Based on College Board reports:

- Provided opportunities for our students to be exposed to College Board assessments.
- 199 11th grade students participated in the SAT/NMSQT Spring Administration. Need Updated
- 144 11th grade students participated in the PSAT/NMSQT Fall Administration.
- 208 10th grade students participated in the PSAT/NMSQT Spring Administration.
- 241 9th grade students participated in the PSAT Fall Administration.

Career and Technical Education (CTE) Strengths (Source: Skyward-based on Skyward reports)

- Continual coordination of Dual Credit pathways for CTE students to take advanced technical courses with Texas State Technical College and other partnering community colleges
    - 10 students finished the Dual Credit Culinary Arts program with TSTC
    - 15 students finished the Dual Credit Construction program with TSTC
- Industry Based Certification awarded:
    - Patient Care Technician 22
    - ServSafe 34
    - NCCER 45
    - Social Media Marketing 29
      A total of 130 certifications

Emergent Bilingual Strengths

- TELPAS interim target was a 34% and CHS hit 39%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
2	The overall number of EOC re-testers is too high and needs to decrease in areas by at least 30%.	Too many students are not mastering content on their first attempt due to gaps in Tier 1 instruction and intervention, leading to high EOC re-tester numbers (ELA I - 94, ELA II - 86, Algebra I - 51, Biology - 18, U.S. History - 16). A reduction of at least 30% is needed.
3 ★	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4 ★	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5 ★	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.

6 ★	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7 ★	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.
8 ★	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.
9 ★	The percentage of students meeting CCMR credit needs to increase from 98% to 99% by August 2030.	A strong emphasis was placed on raising awareness among administrators, counselors, teachers, and students about the importance of completing Texas College Bridge, achieving passing scores in TSIA-2 reading and math, earning an industry-based certification, or scoring a 3 or higher on an AP exam. However, there remains a continued need for support and focus in these areas.
10 ★	CHS did not receive any CCMR Outcome Bonuses in 2024-2025.	A strong emphasis was placed on increasing awareness among administrators, counselors, teachers, and students about the importance of the TSIA and its connection to CCMR outcome bonuses. However, since our data is still two years behind, we anticipate seeing improvements reflected next year.

11 ★

85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

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

12 ★

37% of students taking an AP course scored a 3 or above on the exam.

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

13 ★

Graduating seniors in the past do not receive outcome bounces was not achieved due to a lack of TSIA2 completion.

Their is an ongoing need to enhance our curriculum to better support TSIA-2, providing guidance to students through the T3 program, continuing to monitor seniors during CCMR huddles, and implementing student-led conferences is a need for us.

14 ★

There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.

Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

15 ★

Castleberry High School met the interim target on TELPAS but still needs to meet the long term target.

Additional assistance needs to be provided to newcomers as well as support for all students on progressing up a level in reading, writing, and listening with strategic interventions, coaching, and the purchase of new headphones.

★ = Priority

School Processes & Programs

Summary

Staffing and Professional Learning
Three-year trend data indicates a high turnover rate among SPED and ELA teachers at Castleberry High School. This underscores the need for ongoing professional learning and strengthened PLC collaboration focused on the SPED Co-Teach model across all content areas. Additionally, since all core subject teachers are required to hold ESL certification, filling these positions has become increasingly challenging.

For the 2024–2025 school year, PLCs occur daily for 50 minutes. The CHS Leadership Team comprising campus academic leaders, counselors, and administrators supports data-driven collaboration among teachers. Core content teachers meet daily in PLCs to analyze student performance, plan instruction, and share best practices that promote student achievement. The administrative team meets twice weekly to plan instructional and operational priorities, review data, celebrate successes, and address emerging needs. Separate operational meetings focus on topics such as discipline, attendance, vaping, cell phone use, and overall campus safety.

Stakeholder voice and collaboration are integral to CHS operations. Teachers, staff, parents, and community members contribute through surveys, committee participation, and open communication during Site-Based Decision-Making Committee (SBDM) meetings, District Educational Improvement Committee (DEIC) meetings, Leadership Team discussions, Booster Clubs, monthly faculty meetings, and Department Head meetings.

Postsecondary Partnerships and Support
Castleberry High School partners with Tarrant County College (Trinity River Campus), Tarleton State University, and the University of Texas OnRamps program to expand dual credit and dual enrollment opportunities. These partnerships help students earn college credit prior to graduation and build readiness for postsecondary success.

In addition, the *T3 Counseling Program* was implemented to strengthen College, Career, and Military Readiness (CCMR) efforts by providing targeted guidance and support for seniors as they prepare for life after high school.

Site-Based Decision-Making Committee (SBDM)
The SBDM Committee includes district and campus personnel, parents, community members, and local business representatives. The committee meets five times each year to review the campus budget, improvement plan, goals, professional learning needs, and dropout prevention strategies.

School Organization Needs

- Increase parent and family engagement
- Strengthen implementation of the SPED Co-Teach model
- Reduce student apathy through increased engagement and recognition
- Improve student attendance
- Reduce vape usage by 20%
- Ensure consistent enforcement of school-wide expectations (ID policy, clear backpacks, eHall passes, no cell phones)
- Encourage teacher and student participation in extracurricular activities
- Expand positive behavior incentives and academic/attendance recognition programs
- Enhance communication with all stakeholders
- Continue to grow student enrollment in ACE after-school programs
- Increase EOC re-tester passing rates across all tested subjects
- Improve SPED EOC performance by at least 3% at the “Approaches” level

Technology Summary

Castleberry High School is a technology-rich, one-to-one campus. Every student receives a district-issued netbook and, if needed, filtered Wi-Fi access at no cost, supported by district-installed towers. Each classroom is equipped with teacher laptops, BenQ interactive boards, and document cameras.

Students and teachers utilize digital platforms such as Canvas, Texas College Bridge, Curipod, Pear Deck, IXL, and HMH to deliver instruction and assignments. An on-site computer technician provides timely maintenance and troubleshooting. Teachers also receive job-embedded professional development to enhance instructional technology integration and maximize student engagement.

Curriculum, Instruction, and Assessment Summary

CHS integrates multiple online learning platforms including Texas College Bridge, Canvas, Curipod, Pear Deck, IXL, and HMH—to support differentiated instruction and literacy development. HMH provides diverse reading selections through thematic units, while *Notice and Note* strategies support text analysis. Instructional planning emphasizes high-impact TEKS, STAAR question deconstruction, and Extended Constructed Response calibration for ELA assessments.

Teachers employ varied instructional methods to meet individual student needs. Common formative assessments are analyzed in PLCs to inform instructional adjustments. STAAR boot camps, after-school tutoring, and Saturday sessions designed collaboratively by teachers and have contributed to student growth and retester success. Seniors utilize Texas College Bridge coursework in reading and math to prepare for the TSIA and fulfill CCMR requirements.

Identified Instructional and Organizational Needs

- Develop refined guiding documents to support PLC planning
- Strengthen lesson internalization processes
- Implement structured coaching cycles for teacher growth
- Provide students with clear instructional presentations and success criteria
- Conduct daily checks for understanding and collect evidence of mastery
- Allocate additional time for standards analysis, data review, and planning
- Offer targeted planning support for advanced-level courses
- Expand T3 counseling supports in postsecondary planning
- Continue refining CCMR systems to increase readiness and outcome bonuses
- Improve MTSS processes for early intervention and support
- Leverage Student-Led Conferences to enhance student and family engagement
- Strengthen new teacher mentoring for long-term retention and success

Strengths

Instructional and Organizational Highlights

Castleberry High School is dedicated to supporting teachers, fostering collaboration, and maintaining a culture of continuous improvement centered on student success.

Teacher Support and Professional Growth

- New teachers receive ongoing support through **campus-assigned mentor teachers and instructional coaches.**
- Regular **check-ins with the administrative team** allow new teachers to discuss needs, identify areas for growth, and celebrate successes.

- **Open communication** is encouraged across all departments, ensuring that teachers feel supported and heard.
- Professional learning is **differentiated and job-embedded**, offered through daily PLCs and after-school sessions tailored to teachers' individual needs.
- **Model lessons and peer observations** provide new teachers with opportunities to see effective practices in action and expand their instructional strategies.
- **Classroom learning walks** and Thursday "Data Day" sessions allow administrators and teachers to review data, reflect on practice, and implement **high-yield instructional strategies** with targeted feedback.
- The CHS administrative team remains deeply committed to the **PLC process**, using it as a foundation for instructional growth and improved student outcomes.

Collaboration and Data-Driven Practices

- CHS has built **daily PLC time** into the master schedule for all core-tested subject areas, ensuring teachers have protected time for collaboration and instructional planning.
- PLCs are supported by **TLI instructional coaches**, who help teachers analyze data, align lessons to standards, and plan for differentiation to meet all learners' needs.
- **Department Head meetings** promote transparent communication, allowing departments to share input and contribute to the decision-making process.
- Teachers and administrators consistently use **data-driven decision-making** to guide instruction and track progress toward academic goals.
- CHS staff actively participate in continuous improvement cycles through **data walks, reflection protocols, and feedback discussions.**

Student Support and College, Career, and Military Readiness (CCMR)

- Every student has a **personalized CCMR/Career plan**, developed in collaboration with counselors and teachers.
- **Re-tester intervention plans** are in place for students who did not meet proficiency on EOC exams, providing targeted tutorials and support.
- The **T3 and Counseling teams** work collaboratively to expand opportunities for college entrance testing, scholarship access, and postsecondary planning.
- CHS offers a wide range of **Dual Credit and Tarrant County College (TCC) courses** to give students early exposure to college-level coursework.
- **12th-grade students participate in Texas College Bridge** to strengthen college readiness in reading and mathematics.

Communication and Family Engagement

- The campus uses **ParentSquare** to streamline communication among parents, staff, and students.
- Parents receive frequent updates about academic progress, events, and student opportunities through multiple communication channels.

Programs, Resources, and Campus Enhancements

- A **technology-rich library** provides flexible learning spaces, collaboration areas, and conference rooms to support both student and teacher innovation.
- CHS recently **rebooted the ACE after-school program**, expanding tutorials and enrichment opportunities to meet academic and social-emotional needs.
- **New staff positions** have been added to provide greater support for students' social-emotional well-being and college and career readiness.
- Returning staff demonstrate strong commitment to maintaining a **positive and collaborative work environment** where both students and teachers thrive.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
2 ★	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
3	During the 2023-2024 school year, 256 students were enrolled in the ACE after school program, but only 82 students completed more than 60 days.	The program was in its first year of operation and parents and students need a better understanding of the opportunities available through ACE.
4 ★	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5 ★	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.

6 ★	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.
7 ★	In 2024, CHS failed their Safety intruder Safety Check.	A garage door and interior door were left open during school hours.

★ = Priority

Perceptions

Summary

Campus Vision, Mission, and Core Values

The vision of the Castleberry Independent School District is to Empower, Inspire, and Innovate.
Castleberry High School fully aligns with this vision. The CHS campus vision is to *provide a positive learning environment that engages, mentors, and motivates all students to excel as successful lifelong learners.*

Our mission is: All learners. All passions. One team.
Our core values include growth mindset, culture, community, collaboration, and student engagement.

Campus Overview

Castleberry High School (CHS) is a 1:1 technology campus, ensuring every student has access to a district-issued netbook or laptop to support learning. The campus is highly regarded within the community, and students actively participate in volunteer initiatives, community service projects, and local events.

CHS has earned recognition for its high College, Career, and Military Readiness (CCMR) performance and is intentional about celebrating student and staff success through pep rallies, concerts, athletic events, performances, clap-outs, award signage, and recognition ceremonies.

Areas for Improvement (Based on 2024–2025 Staff Survey Feedback)

1. Strengthen school culture and climate
2. Increase recognition of students and staff accomplishments
3. Improve satisfaction with discipline procedures and reduce misbehavior
4. Enhance PLC effectiveness and collaboration
5. Strengthen internal communication systems
6. Decrease student vape usage by 20%
7. Improve campus safety and security procedures
8. Increase student attendance rates

Recommendations and Action Steps

- Develop a structured system for campus-wide celebrations of students and staff.
- Host monthly breakfasts or luncheons to foster fellowship and maintain staff morale.
- Refine the PLC process to make collaboration more meaningful and results-driven.
- Strengthen family engagement through authentic outreach and improved communication.
- Implement Spirit/College Fridays to promote postsecondary awareness and pride.
- Increase administrative support for classroom discipline (dress code, IDs, behavior).
- Enhance attendance monitoring systems for both staff and students.
- Improve outcomes of campus safety audits by addressing prior TEA findings (e.g., an unlocked athletic door).
- Improve attendance rates.

Campus Initiatives and Programs

CHS has launched Hope Squad, a student-led suicide prevention initiative designed to empower peer ambassadors to identify and assist classmates experiencing mental health challenges. Counselors and the campus social worker serve as sponsors, guiding the program through training, curriculum, and workshops.

Additionally, Student Council (STUCO) is collaborating with the Sunshine and Attendance Committees to promote campus culture and attendance through incentive-based events and activities for both students and staff.

Leadership Development and Staff Culture

During the district's 2024 Summer Leadership Retreat, the CHS administrative team studied *The Art of Encouragement* by Jordan Montgomery. This concise and motivational book redefines encouragement as a strategic leadership practice and a way to build trust, elevate teams, and strengthen organizational culture.

From this learning, CHS developed action plans targeting key areas such as:

- Reducing tardies and enforcing ID expectations
- Rebooting discipline through the PRIDE and CHAMPS frameworks
- Enhancing safety through ongoing training during new-staff in-service, safety meetings, and faculty sessions
- Reinforcing consistent ID and dress code checks during daily checkpoints
- Analyzing attendance systems to improve both accuracy and overall student participation

Campus Safety and Security

CHS has 94 exterior doors, creating legitimate safety concerns regarding building accessibility. To enhance security, the school implemented the following measures:

- Mandatory student ID badges for all students and staff
- Front doorbell and camera system for controlled entry
- Creation of safety teams and training protocols
- Hiring of a campus security monitor to patrol hallways and entry points throughout the school day

Staff and students have been trained to never open exterior doors for visitors and to direct all guests to the main entrance for secure check-in.

Family and Community Engagement

Castleberry High School continues to strengthen its partnerships with families and the community. The school communicates in both English and Spanish to ensure accessibility and inclusion. The ParentSquare platform has been instrumental in improving two-way communication, event notifications, and parent participation.

Communication strategies include:

- Biweekly principal newsletters shared via ParentSquare
- Use of social media platforms, district website, and Skyward messages for updates
- Text, phone, and email notifications for events and emergencies
- Parent participation on committees such as SBDM, DEIC, and Booster Clubs

To further strengthen family engagement, CHS will introduce Student-Led Conferences, a new initiative designed to foster meaningful conversations about academic progress, goal setting, and student data reflection between students, parents, and teachers.

Strengths

Feedback from the 2024 staff survey highlighted many positive aspects of Castleberry High School's campus culture. The majority of staff commended CHS students for their strong character, respectful interactions with peers and adults, and consistent adherence to school expectations.

CHS is a 1:1 technology campus, ensuring every student has access to a district-issued netbook or laptop to support learning.

The campus places a strong emphasis on safety and preparedness. Regular drills: fire, tornado, evacuation, school bus evacuation, lockdown, and shelter-in-place are conducted throughout the year and evaluated for accuracy and efficiency. Duress and lockdown buttons are tested monthly in conjunction with these drills to ensure that all safety systems remain fully operational.

Castleberry High School benefits from being located in a small, close-knit community, where long-standing relationships foster a sense of belonging and support. Many CHS staff members are alumni or have served the district for many years, helping preserve valued traditions and strengthen school pride.

Students demonstrate a strong commitment to community service and civic engagement. Volunteer activities such as blood drives, book donations, canned food drives, and service events allow students to actively give back to their community. CHS students are known for their generosity, compassion, and unity and often rallying together when a student or family is in need.

Athletics, Fine Arts, Cheer, and CTE programs engage in outreach activities that connect students to younger learners and the broader River Oaks and CISD communities. Students also continue to build upon prior years' successes in athletics, fine arts, and academics, reflecting a growing sense of campus pride and achievement.

School spirit continues to thrive through a variety of campus-wide events and recognition weeks, including pep rallies, Homecoming activities, Red Ribbon Week, and other celebrations that strengthen culture and student involvement.

The CISD Education Foundation continues to invest in students' futures by awarding thousands of dollars in scholarships to CHS seniors each year.

CHS values and recognizes its educators. Teacher appreciation strategies including morale events, recognition programs, and fellowship opportunities—are consistently implemented to ensure staff feel valued and supported.

The campus maintains strong communication with parents and families through multiple bilingual platforms, including ParentSquare, which serves as the primary tool for communication in both English and Spanish.

The ACE after-school program offers a variety of enrichment and support opportunities, including attendance recovery, Driver's Education, HIIT academic sessions, academic tutorials, and credit recovery.

Through T3 counseling services, students receive expanded access to college entrance exams, scholarship opportunities, and postsecondary planning, helping to further strengthen CCMR outcomes and college readiness.

Community engagement remains a hallmark of CHS culture, with active involvement from organizations such as the Lions Club, Tarrant County College, city leaders, and local businesses. The Site-Based Decision-Making (SBDM) Committee is composed of parents, community members, business partners, and staff, ensuring stakeholder collaboration in campus decision-making.

CHS students and staff actively participate in community outreach initiatives including blood drives, canned food collections, Castleberry Cares, Veterans' recognitions at athletic and fine arts events, and elementary outreach where athletes greet and read to younger students on Friday mornings.

Campus Safety Enhancements have also strengthened the learning environment. The district has:

- Golf carts for exterior patrol during summer school and the 2024–2025 school year.
- Added a full-time campus safety monitor at CHS.
- Installed vape detectors in all student restrooms, with administrative checks during passing periods.
- Successfully completed the TEA Summer Safety Audit, which included exterior door hardware upgrades, weekly exterior door sweeps, implementation of the Active Threat Annex, and campus-level safety audits—all of which CHS passed this year.
- Participated in a comprehensive safety audit conducted by Region 11 for additional validation of safety procedures and systems.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
2	Teachers do not have a support system to support students in need.	MTSS meetings and MTSS plans for students with behavioral concerns are not implemented consistently.
3	Parent attendance at CHS Family Engagement events remains low.	Improve our communication with parents in area of instruction, after school program and overall usage of Parent Square.
4 ★	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
5 ★	We are not using Parentsquare effectively to collect feedback from parents on campus level, family engagement events and attendance notices.	ParentSquare has primarily been used to share newsletters, communicate upcoming events, and highlight celebrations. Additional training is needed to better utilize ParentSquare for collecting feedback from parents, along with continued improvements to our overall attendance systems.

6 ★	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
7 ★	The CHS Substitute Fill Rate dropped from 88% in 2023-2024 to 78% in 2024-2025.	There are fewer available substitutes to cover last minute absences for illnesses and there are a high number of substitutes needed for high absences days such as when tournaments are scheduled.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.
2	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
5	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

6 ★	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
7 ★	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
8 ★	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
9 ★	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.
10 ★	85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.	Students are struggling with the content of the exams and need more curriculum support in the form of spiraled TSIA, ACT, and SAT content embedded in core academic areas.

11 ★

In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.

Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.

12 ★

In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.

Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.

13 ★

In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.

There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.

14 ★

CHS did not receive any CCMR Outcome Bonuses in 2024-2025.

A strong emphasis was placed on increasing awareness among administrators, counselors, teachers, and students about the importance of the TSIA and its connection to CCMR outcome bonuses. However, since our data is still two years behind, we anticipate seeing improvements reflected next year.

15 ★

We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.

The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.

16

In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.

Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros

17

Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.

Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

18

37% of students taking an AP course scored a 3 or above on the exam.

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

19

Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.

The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.

20

Discipline referrals increased in 2024-2025 by 14.46%.

In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

21 ★

Graduating seniors in the past do not receive outcome bounces was not achieved due to a lack of TSIA2 completion.

Their is an ongoing need to enhance our curriculum to better support TSIA-2, providing guidance to students through the T3 program, continuing to monitor seniors during CCMR huddles, and implementing student-led conferences is a need for us.

22 ★

In 2024, CHS failed their Safety intruder Safety Check.

A garage door and interior door were left open during school hours.

23 ★

Castleberry High School met the interim target on TELPAS but still needs to meet the long term target.

Additional assistance needs to be provided to newcomers as well as support for all students on progressing up a level in reading, writing, and listening with strategic interventions, coaching, and the purchase of new headphones.

24 ★

The percentage of students meeting CCMR credit needs to increase from 98% to 99% by August 2030.

A strong emphasis was placed on raising awareness among administrators, counselors, teachers, and students about the importance of completing Texas College Bridge, achieving passing scores in TSIA-2 reading and math, earning an industry-based certification, or scoring a 3 or higher on an AP exam. However, there remains a continued need for support and focus in these areas.

25 ★

We are not using Parentsquare effectively to collect feedback from parents on campus level, family engagement events and attendance notices.

ParentSquare has primarily been used to share newsletters, communicate upcoming events, and highlight celebrations. Additional training is needed to better utilize ParentSquare for collecting feedback from parents, along with continued improvements to our overall attendance systems.

26 ★

The CHS Substitute Fill Rate dropped from 88% in 2023-2024 to 78% in 2024-2025.

There are fewer available substitutes to cover last minute absences for illnesses and there are a high number of substitutes needed for high absences days such as when tournaments are scheduled.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**

- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

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

Performance Objective 1 ☑ High Priority

The percentage of students that score "meets" on STAAR EOC English 1 will increase from 34% to 40% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1 ☑ Results Driven Accountability

The Secondary Reading Language Arts Coordinator and CHS Academic Dean will partner to facilitate a full day PLC for English 1 teachers to review curriculum, internalize instruction, and develop mini lessons once in the first nine weeks.

Strategy's Expected Result/Impact: Increased teacher effectiveness, growth in campus data and student performance on assessments

Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Academic Dean

Problem Statements: Student Learning 1, 3, 4, 14 - School Processes & Programs 1 - Perceptions 4

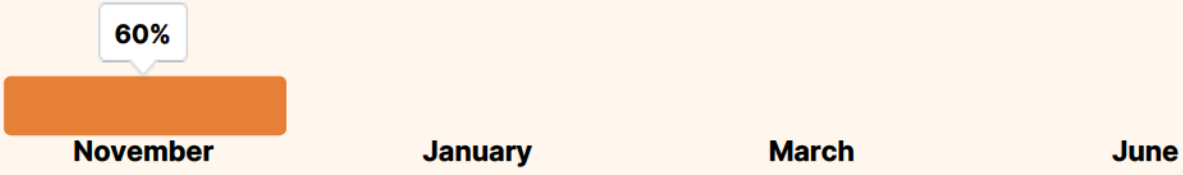
Funding Sources: Materials and Subs for planning. 211 - Title I, Part A - IR, $2,000, Document Cameras for Instructional Purposes 211 - Title I, Part A, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

The CHS Academic Dean will join the Secondary Reading Language Arts Coordinator and/or Instructional Coach to conduct learning walks in English classrooms to monitor fidelity of implementation of the curriculum/instructional strategies and provide targeted coaching feedback to teachers at least once per nine weeks.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness and Student Achievement

Staff Responsible for Monitoring: Campus Administration, Secondary Reading Language Art Coordinator, Instructional Coach

Problem Statements: Student Learning 1, 3, 4, 14 - School Processes & Programs 1 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros

14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 2 ☑ High Priority

The percentage of students that score "meets" on STAAR EOC English 2 will increase from 43% to 47% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1 ☑ Results Driven Accountability

The Secondary Reading Language Arts Coordinator and CHS Academic Dean will partner to facilitate a full day PLC for English 2 teachers to review curriculum, internalize instruction, and

develop mini lessons once in the first nine weeks.

Strategy's Expected Result/Impact: Increased teacher effectiveness, growth in campus data and student performance on assessments

Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Academic Dean

Problem Statements: Student Learning 1, 3, 4, 14

Funding Sources: Materials and Subs for planning 211 - Title I, Part A, $2,000, Document Cameras for Instructional Purposes 211 - Title I, Part A, $10,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

The CHS Academic Dean will collaborate with the Secondary Reading Language Arts Coordinator and/or Instructional Coach to support the coaching cycle to build teacher capacity in evidence-based reading/writing instruction aligned to STAAR.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness and Improved Student Achievement

Staff Responsible for Monitoring: Campus Administration, Academic Dean, Secondary Reading Language Arts Coordinator, Instructional Coach

Problem Statements: Student Learning 1, 3, 4 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and

academic performance.

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1 ☑ Results Driven Accountability

Campus PLC time will be used to support the Secondary Math Coordinator and Math Instructional Coach with providing explicit training around utilizing the DESMOS calculator to support STAAR success in Algebra 1.

Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement

Staff Responsible for Monitoring: Campus Administration, Secondary Math Coordinator, Math Instructional Coach

Problem Statements: Student Learning 1, 3, 5 - Perceptions 4

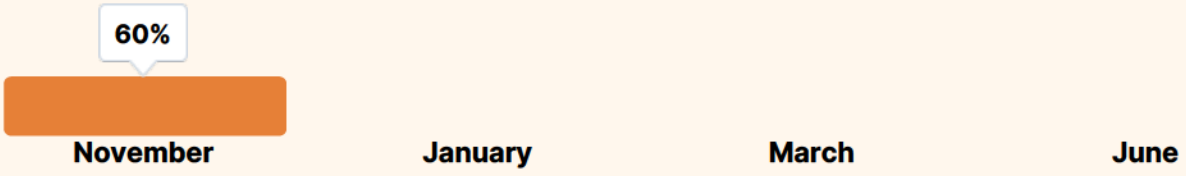
Funding Sources: Subs for Planning Purposes and or Tutoring 211 - Title I, Part A, $5,000, Materials, Resources and Food 199 - General Fund, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 4 ☑ High Priority

The percentage of students that score "meets" on STAAR EOC Biology will increase from 42% to 47% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1 Results Driven Accountability

The Science Coordinator will increase the use of the Claim, Evidence, Reasoning (CER) framework through the High School Biology guiding documents, including data and diagrams, for each concept to develop deep understanding and application. The CHS Academic Dean will support this work through time spent internalizing lesson and discussing instructional practices in PLCs.

Strategy's Expected Result/Impact: Increased student performance

Staff Responsible for Monitoring: Campus Administration, Academic Dean, Science Content Coordinator, Teachers

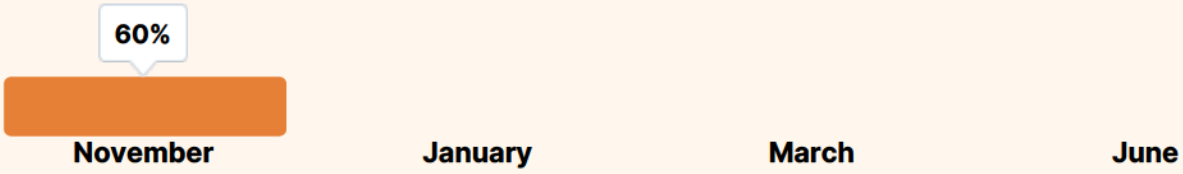
Problem Statements: Student Learning 1, 3, 6, 14 - Perceptions 4

Funding Sources: Materials, Instructional Resources and Food 199 - General Fund, $5,000, Subs or Tutorials for Instructional Purposes 211 - Title I, Part A, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

Formative Reviews



Strategy 2 Results Driven Accountability

PLC time will be spent reviewing the High School Biology guiding documents and planning for the implementation of spiral reviews added by the Secondary Science Coordinator including student-led retrieval activities like brain dumps, concept mapping, modeling, and peer explanations.

Strategy's Expected Result/Impact: Improved Student Performance

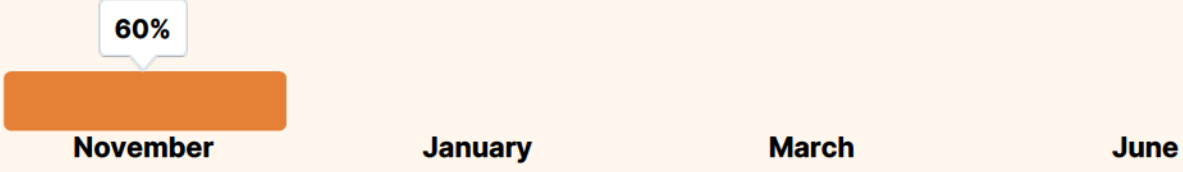
Staff Responsible for Monitoring: Campus Administration, Science Coordinator, Teachers

Problem Statements: Student Learning 1, 3, 6, 8, 14 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 3 ☑ Results Driven Accountability

High School Biology Teachers will consistently model and reinforce the use of a consistent test-taking strategies with students during all practice activities and formal assessments.

Strategy's Expected Result/Impact: Increased Student Achievement

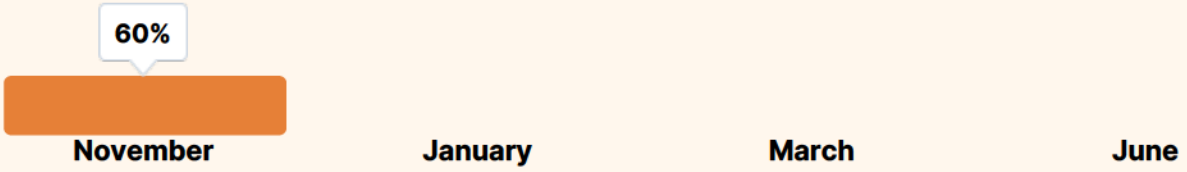
Staff Responsible for Monitoring: Campus Administration, Secondary Science Coordinator, Teachers

Problem Statements: Student Learning 1, 3, 6, 14 - School Processes & Programs 1 - Perceptions 4

Funding Sources: Subs or Tutorials for Instructional Support 211 - Title I, Part A, $5,000, Materials, Instructional Resources and Food 199 - General Fund, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
6	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.

8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 5 ☑ High Priority

The percentage of students that score "meets" on STAAR EOC U.S. History will increase from 48% to 55% by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1 ☑ Results Driven Accountability

The Social Studies PLC team, along with the Academic Dean and Social Studies Coordinator will monitor OnRamps student progress using short assessments with STAAR released questions.

Strategy's Expected Result/Impact: Increased Student Achievment

Staff Responsible for Monitoring: Campus Administration, Social Studies Coordinator, Teachers

Problem Statements: Student Learning 1, 3, 7, 14 - School Processes & Programs 1 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an

		experienced teacher is guiding pacing to keep students on track.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 6 ☑ High Priority

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

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

Strategy 1 ☑ Results Driven Accountability

The Academic Dean will reinforce professional learning by the Reading Language Arts Coordinator on implementation of the district wide writing process and on the use of AI tools such as Writeable for providing feedback on student writing during campus PLCs.

Strategy's Expected Result/Impact: Effective Teacher use of District Writing Process, Increased use of AI , Improvement Student Writing Performance

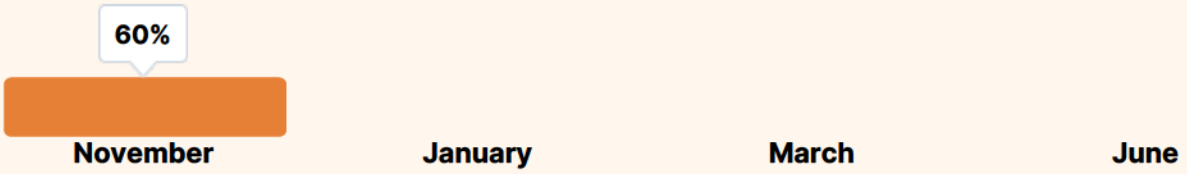
Staff Responsible for Monitoring: Campus Administration, Secondary Reading Language Arts Coordinator, Academic Dean

Problem Statements: Student Learning 1, 3, 4, 14 - Perceptions 4

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

CHS Admin and Reading Language Arts Coordinator will strengthen teacher capacity in prompt analysis by providing guidance during PLCs and on Professional Learning Days on breaking down the prompts and modeling strategies for students in grades 9-12th.

Strategy's Expected Result/Impact: Decreased Number of Zeros on ECR and Increased Student Performance

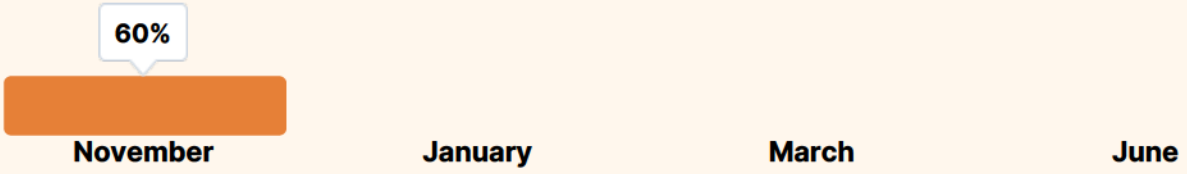
Staff Responsible for Monitoring: Campus Administration, Secondary Reading Language Arts Coordinator, Instructional Coach

Problem Statements: Student Learning 1, 3, 4, 14 - School Processes & Programs 1 - Perceptions 4

Funding Sources: Student Materials and Substitutes 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 6 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

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.

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

Strategy 1 ☑ Results Driven Accountability

During CHS PLCs, the Co-Teach SPED model will be emphasized through intentional co-planning and the use of varied co-teach strategies to maximize student engagement and ensure appropriate accommodations. Ongoing training will take place through PLCs, model lessons, staff meetings, and newsletters to reinforce shared responsibility. Data walks conducted by campus admin will provide targeted feedback on instruction, strategy implementation, and evidence of student success to support continuous improvement.

Strategy's Expected Result/Impact: Improved Student Achievement

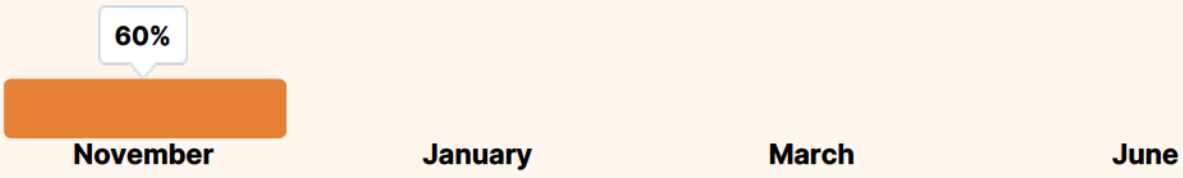
Staff Responsible for Monitoring: Campus Administration, Special Education Coordinators, Teachers

Problem Statements: Student Learning 1, 3, 8, 14 - School Processes & Programs 1 - Perceptions 4

Funding Sources: Substitutes 211 - Title I, Part A, $2,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 7 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 7 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause

4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 8 ☑ High Priority

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

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

Strategy 1

CHS Leadership team will develop and utilize one spreadsheet for all stakeholders, including PLC teams and ACE staff, to review data, develop intervention plans, and monitor implementation for 100% of re-testers

Strategy's Expected Result/Impact: Decreased overall number of re-testers

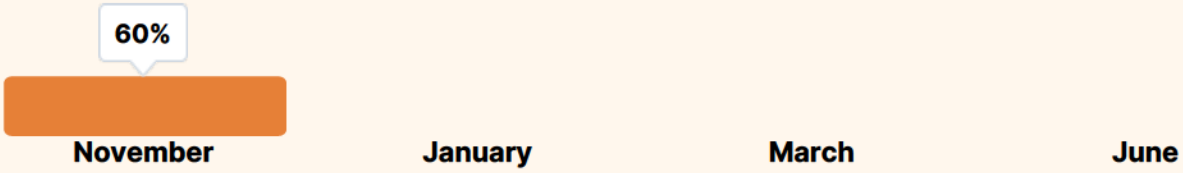
Staff Responsible for Monitoring: Campus Administration, Executive Director of Special Programs

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8, 14 - School Processes & Programs 1, 5 - Perceptions 4

Funding Sources: Materials, food and Substitutes 199 - General Fund, $3,000, Materials, food and Substitutes 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Through the review of PLC agendas, the High School PLC Teams will ensure that PLCs have time to focus on the driving question: "What do we do when they do not learn it?", which should include re-tester intervention planning.

Strategy's Expected Result/Impact: Decreased number of re-testers

Staff Responsible for Monitoring: Campus Administration, Executive Director of Special Programs

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 14 - School Processes & Programs 1, 5 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 3

Through the use of ACE and student attendance logs, the High School PLC Teams will ensure intervention plans for re-testers are in full swing by October 1, 2025.

Strategy's Expected Result/Impact: Decreased number of re-testers

Staff Responsible for Monitoring: Campus Administration, Executive Director of Special Programs

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 14 - School Processes & Programs 1, 5 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Performance Objective 8 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
	Special education students continue to perform below their general education	There were inconsistent co-teach models utilized and new special

3	peers on STAAR. sped all exams are at 43% approaches and 10% meets.	education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.
6	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.
8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the

		expected growth or meet their goals.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 8 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.

Performance Objective 8 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 9 ☑ High Priority

Castleberry High School will increase Academic Growth by 2% by June 2026.

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

Strategy 1 ☑ Results Driven Accountability

Provide accelerated instructional opportunities and enrichment through the ACE afterschool program, summer program, Saturday Tutorials, and credit recovery programs.

Strategy's Expected Result/Impact: Increased student growth and increase in credits recovered

Staff Responsible for Monitoring: Campus Administration, Counselors, Advanced Academics Coordinator, ACE Administrators

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7 - School Processes & Programs 1, 5 - Perceptions 4

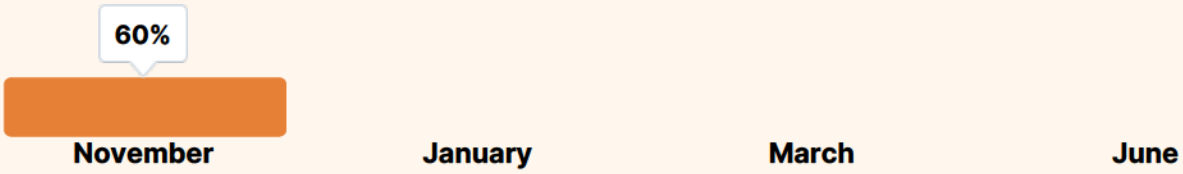
Funding Sources: 199 - General Fund 211 - Title I, Part A, Title Funds,

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

During campus PLCs, teachers will be supported with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning.

Strategy's Expected Result/Impact: Increase in student self reflection, efficacy, and ownership of their own learning

Staff Responsible for Monitoring: Campus Administration, ACE Site Coordinator

Problem Statements: Student Learning 14 - Perceptions 4

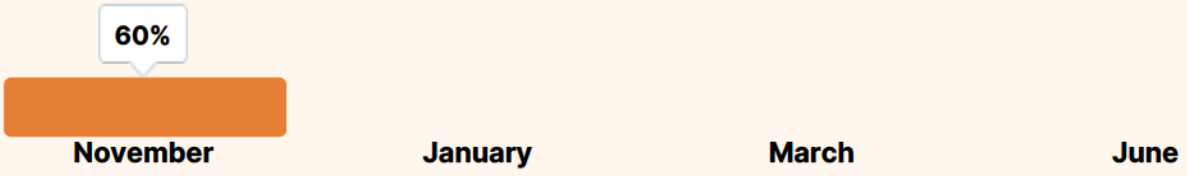
Funding Sources: Materials and Food 199 - General Fund, $3,000, Materials and Food 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews



Strategy 3 ☑ Results Driven Accountability

Campus Administrators and Teachers will know how and when to utilize MAPS and other reports to plan and monitor student growth in PLC meetings.

Strategy's Expected Result/Impact: Improved MAP scores on middle and end of year administrations

Staff Responsible for Monitoring: Campus Administration, Teachers

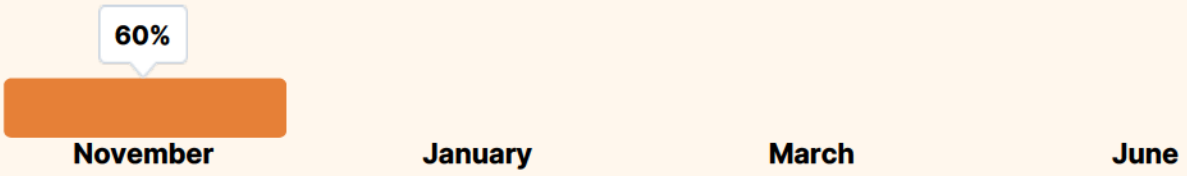
Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Strategy 4

Gifted and Talented will provide ongoing professional learning to core content teachers on developing rigor and higher order thinking skills through Tier 1 instruction and lesson extensions that provide depth, complexity, and challenge.

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

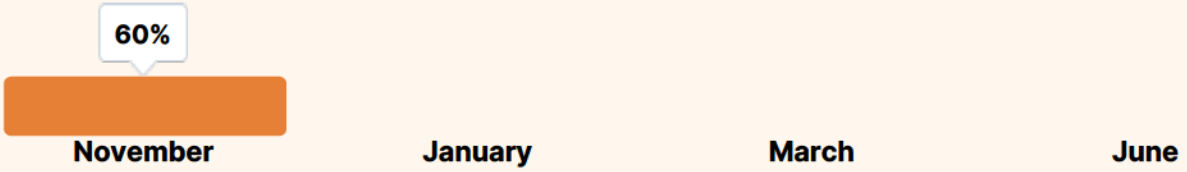
Staff Responsible for Monitoring: Campus Administration, GT Coordinator

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Strategy 5 Results Driven Accountability

Maintain high student enrollment in the ACE afterschool program and increase the percentage of enrolled students who complete 60 days of ACE instruction.

Strategy's Expected Result/Impact: Increase in student achievement

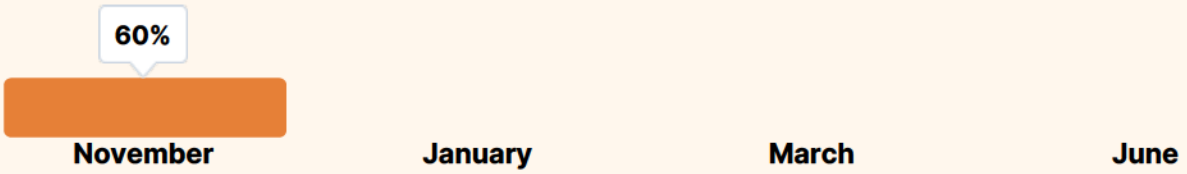
Staff Responsible for Monitoring: Campus Administration, ACE Site Coordinator

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 6 Results Driven Accountability

During PLCs, the US History team will focus on writing and reading skills using Curipod to improve the ability to analyze maps, graphs, quotes, photographs, and political cartoons in order to form a comprehensive understanding of event and time periods throughout US. History.

Strategy's Expected Result/Impact: Positive impact on Tier 1 instruction (including use of smart boards, mini lessons, bell work, projects, small group instruction) and performance on assessments

Staff Responsible for Monitoring: Campus Administration, Social Studies Coordinator, Teachers

Problem Statements: Student Learning 7

Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. 199 - General Fund,

Formative Reviews



January

March

June

Strategy 7 Results Driven Accountability

During PLCs, US History teachers will analyze data from Checks for Understandings to create intervention plans intended to correct misconceptions and misunderstandings in a timely manner.

Strategy's Expected Result/Impact: Positive impact on Tier 1 instruction and student achievement

Staff Responsible for Monitoring: Campus Administration, Social Studies Coordinator, Teachers

Problem Statements: Student Learning 7

Funding Sources: Student incentives will be provided for motivational purposes to include snacks and testing materials. 211 - Title I, Part A, 6100, 6300 and 6400, $1,500

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



January

March

June

Strategy 8 Results Driven Accountability

PLC's will continue to work on the lesson internalization process and breaking down the TEKS to better understand the standards and targeted skills for each standard.

Strategy's Expected Result/Impact: Increased student performance on assessments

Staff Responsible for Monitoring: Campus Administration, Teachers

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



January March June

Strategy 9

HB1416 accelerated instruction will be provided by teachers for all students who failed 8th-grade STAAR and any EOC exams for Math, Reading, Science, and Social Studies through the ACE afterschool program, summer school, and Saturday programs. Student incentives will be provided for motivational purposes to include snacks and testing materials.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Campus Administration, Teachers, ACE Site Coordinator, ACE Instructors

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7

Funding Sources: Title Funds 211 - Title I, Part A, $1,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



January March June

Strategy 10 ☑ Results Driven Accountability

The district and campus will provide TEKS-aligned online resources including, but not limited to IXL and writeable, as well as other materials and professional learning for all content areas to support student performance and growth.

Strategy's Expected Result/Impact: Increase in student performance

Staff Responsible for Monitoring: Campus Administration, Teaching, Learning, and Innovation Department

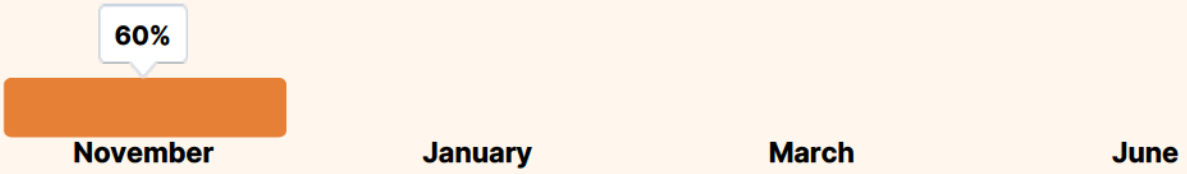
Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8

Funding Sources: Materials and Resources 211 - Title I, Part A, $3,000, Materials and Resources Federal Funds: ESSER, $1,000, Materials and Resources 199 - General Fund, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 11 ☑ Results Driven Accountability

CHS campus administrators will continue to reinforce the use of High Yield Instructional Strategies through professional learning, data walks, targeted "look fors", and bite sized actionable feedback.

Strategy's Expected Result/Impact: More effective Tier 1 instruction and increased student achievement

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8, 14

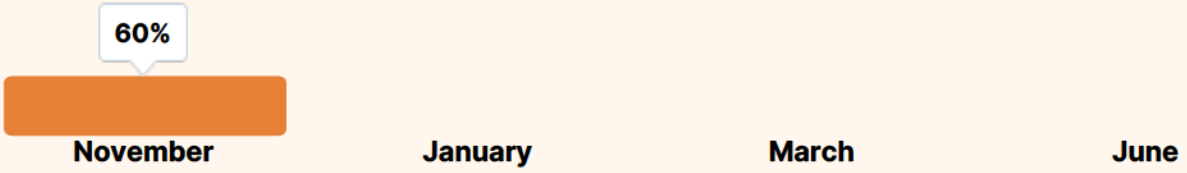
Funding Sources: Materials and Incentives 211 - Title I, Part A, $3,000, Materials and Incentives 199 - General Fund, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 12 ☑ Results Driven Accountability

CHS will improve instructional effectiveness and campus performance by providing frequent, actionable feedback to educators using a structured data walk form and process.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and Domain 2 accountability performance

Staff Responsible for Monitoring: Campus Administration

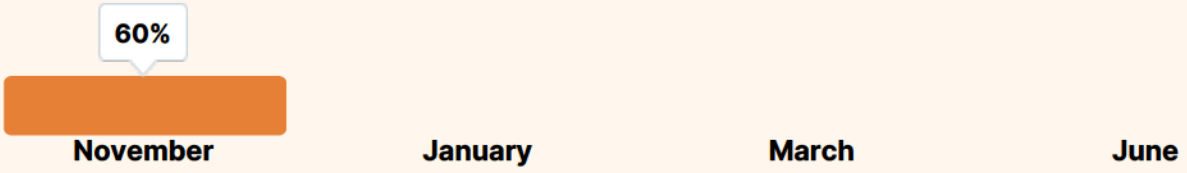
Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 14

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 13 ☑ Results Driven Accountability

CHS will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional development opportunities to improve teacher effectiveness based on identified areas of improvement.

Strategy's Expected Result/Impact: Improved Tier 1 instruction and Domain 2 accountability performance

Staff Responsible for Monitoring: Campus Administration

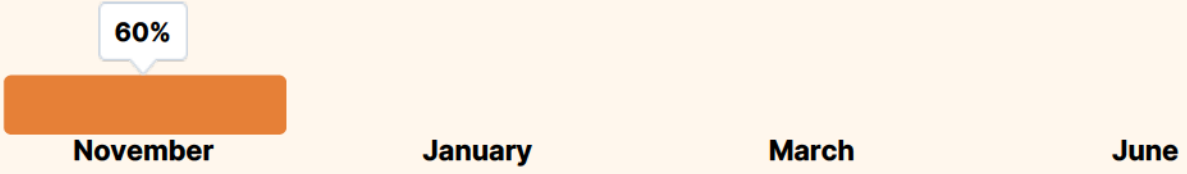
Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 14

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 9 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special

		Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.
6	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.

8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 9 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.

Performance Objective 9 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences

will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 10 ☑ High Priority

For Castleberry High School, the smallest of the two lowest performing subpopulations will maintain the interim academic target of 3 out of 4 or higher or increase by 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, STAAR

Strategy 1 ☑ Results Driven Accountability

CHS staff will be trained on Co-Teaching strategies to improve Tier 1 instruction.

Strategy's Expected Result/Impact: Increased use of high yield strategies and more effective differentiation

Staff Responsible for Monitoring: Campus Administration, Academic Dean, Executive Director of Special Programs

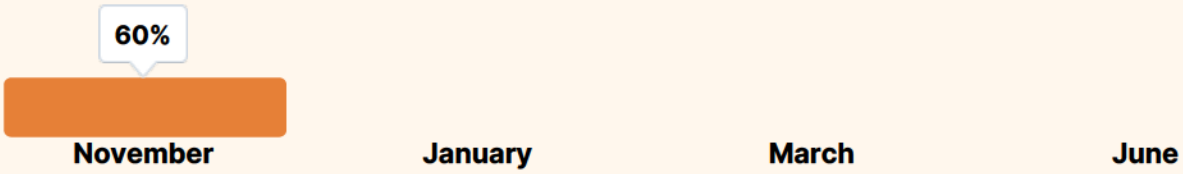
Problem Statements: Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews



Strategy 2 ☑ Results Driven Accountability

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

Strategy's Expected Result/Impact: Increase in Special Education achievement

Staff Responsible for Monitoring: Campus Administration

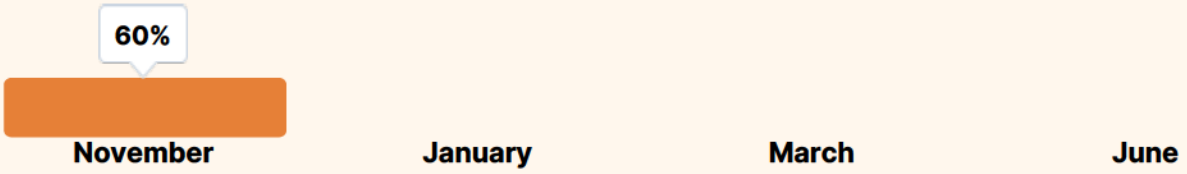
Problem Statements: Student Learning 1, 8, 14 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

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

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

Formative Reviews



Performance Objective 10 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.

Performance Objective 10 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 11 ☑ High Priority

Castleberry High School Emergent Bilinguals will meet the long term target of 50% for English Language Proficiency, resulting in a 3 out of 4-point score by June 2026.

Evaluation Data Source: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1

Current and Monitored Emergent Bilinguals will be supported in the classroom with appropriate accommodations, instruction, and preparation for TELPAS.

Strategy's Expected Result/Impact: Increased achievement of EB students and increased performance on TELPAS

Staff Responsible for Monitoring: Campus Administration, Emergent Bilingual Director, ESL Teacher

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8, 14 - School Processes & Programs 1 - Perceptions 4

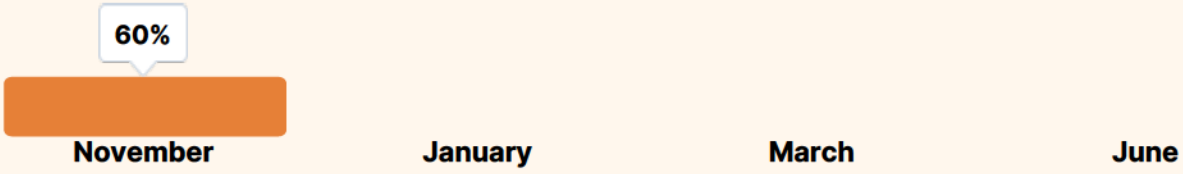
Funding Sources: materials and resources 263 - Title III, LEP,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

CHS will utilize the district purchased language development program to assist newcomers in developing English proficiency.

Strategy's Expected Result/Impact: 1-year progress on language acquisition as measured by TELPAS

Staff Responsible for Monitoring: Campus Administration, Emergent Bilingual Coach, Teachers

Problem Statements: Student Learning 15

Funding Sources: Newcomer Resources 263 - Title III, LEP,

Formative Reviews



November | January | March | June

Strategy 3

CHS will host an Emergent Bilingual Parent Night to present TELPAS information, testing, and data to build parent awareness and understanding.

Strategy's Expected Result/Impact: Increased parent awareness of Emergent Bilingual measurements, goals for TELPAS growth, and strategies to exit TELPAS

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7 - Perceptions 4

Funding Sources: Light Refreshments for Parents for Parent Event 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Accomplished | Accomplished | Accomplished

November | January | March | June

Strategy 4

CHS will purchase and replace headphones with microphones for students to effectively complete their TELPAS reading, writing, and listening assessment exams.

Strategy's Expected Result/Impact: Improved TELPAS ratings

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8

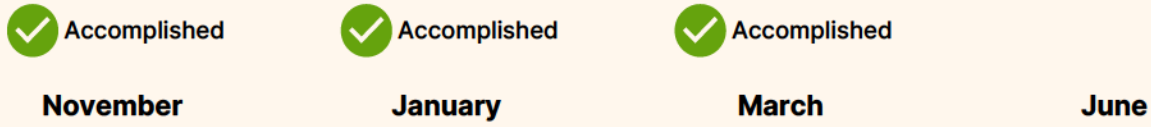
Funding Sources: Headphones and testing materials. 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 5

During PLCs, teachers will collaborate with the Emergent Bilingual team to incorporate content-based TELPAS item types into Checks for Understanding.

Strategy's Expected Result/Impact: Increased language acquisition as measured by TELPAS and increased teacher capacity to facilitate proficiency level growth of Emergent Bilingual students

Staff Responsible for Monitoring: Campus Administration, Bilingual/ESL Coordinator, Bilingual/ESL Specialist, Teachers

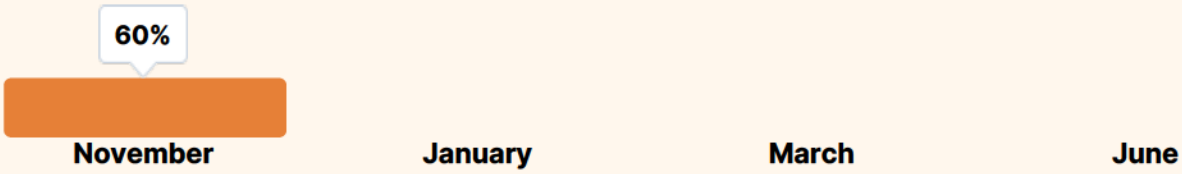
Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8, 14

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 11 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
	Special education students continue to perform below their general education	There were inconsistent co-teach models utilized and new special

3	peers on STAAR. sped all exams are at 43% approaches and 10% meets.	education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.
6	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.
8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the

		expected growth or meet their goals.
14	There are inconsistencies in the use of highly effective Tier 1 strategies campus-wide to increase student learning and varied instructional best practices across contents and in tested areas versus non-tested areas.	Additional training on effective literacy and writing strategies, as well as instructional best practices, is needed during PLC meetings. Continued teacher development through the Region 11 coaching model will remain a priority, along with the strategic use of substitutes to release teachers for deeper curriculum training, breaking down TEKS, and identifying and tracking student progress.
15	Castleberry High School met the interim target on TELPAS but still needs to meet the long term target.	Additional assistance needs to be provided to newcomers as well as support for all students on progressing up a level in reading, writing, and listening with strategic interventions, coaching, and the purchase of new headphones.

Performance Objective 11 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.

Performance Objective 11 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.

Performance Objective 12 ☑ High Priority

The Castleberry High School four year graduation rate will increase to 98% in Closing the Gaps meeting the long term target of 4 on the 2026 A-F Accountability Ratings.

Evaluation Data Source: Lever Tracking Process

Strategy 1

All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during weekly campus leadership team meetings.

Strategy's Expected Result/Impact: Accurate reports to TEA, reduced need for credit recovery, enrollment options for potential drop-outs

Staff Responsible for Monitoring: Campus Administration, Campus Data Management Specialists

Problem Statements: Demographics 1, 3 - School Processes & Programs 1, 2, 4, 5, 6 - Perceptions 1, 4, 6

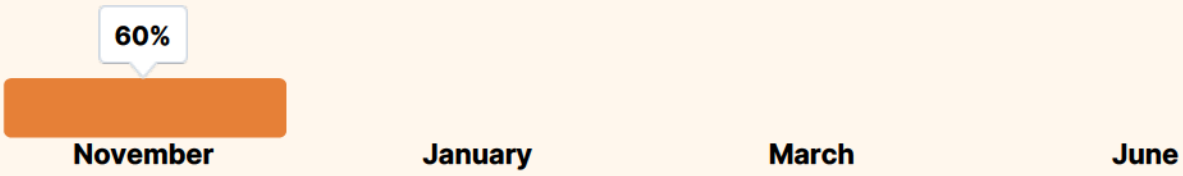
Funding Sources: Materials, Rewards, and Food Incentives 199 - General Fund, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.

Strategy's Expected Result/Impact: Increase in daily average attendance and decrease in dropout rate

Staff Responsible for Monitoring: Campus Administration, Campus Attendance Clerk

Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 4, 6 - Perceptions 1, 6

Funding Sources: Materials, Incentives and Buses 199 - General Fund, $3,000, Materials, Incentives, Buses and Food 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3

Credit recovery opportunities will be offered at both Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort.

Strategy's Expected Result/Impact: Increase in student participation and completion of graduation requirements

Staff Responsible for Monitoring: Campus Administration, Counselors

Problem Statements: Demographics 1, 3 - School Processes & Programs 1, 2, 4, 5 - Perceptions 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 4

Each 9-weeks teachers analyze and present data collected during progress monitoring and revise targeted action plans including MTSS plans based on data from all district assessments.

Strategy's Expected Result/Impact: Increased achievement

Staff Responsible for Monitoring: Campus Administration, Academic Dean, Teachers

Problem Statements: School Processes & Programs 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 5

Collaborative planning and close monitoring of the master schedule will occur to ensure the efficient scheduling of special populations and staff, which will increase the ability to co-teach in high-priority areas.

Strategy's Expected Result/Impact: Effective and efficient master scheduling, Increased consistency of co-teaching in high needs areas

Staff Responsible for Monitoring: Campus Administration, Executive Director of Special Programs, Academic Dean

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Performance Objective 12 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To

		address these concerns, we need to strengthen our pro
3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 12 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase

		instructional time using IXL.
6	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.

Performance Objective 12 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to

		raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

Performance Objective 12 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

morning.

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

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

Evaluation Data Source: CCMR Spreadsheet, On Data Suite

Strategy 1

CHS administrators and CCMR staff will track and monitor students' progress towards earning their College, Career, and Military Readiness (CCMR) credit.

Strategy's Expected Result/Impact: Clear student understanding of CCMR goals and plan to meet their goals

Staff Responsible for Monitoring: Campus Administration, Career and Technical Education (CTE) Director, CHS Academic Dean, Associate CCMR Advisor, Counselors

Problem Statements: Student Learning 10, 11, 12, 13 - Perceptions 4

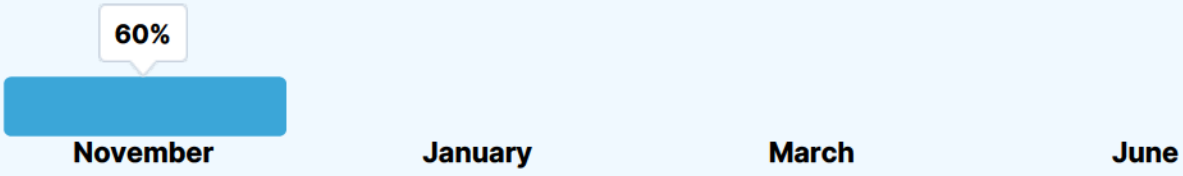
Funding Sources: Subs and Tutorials for Instructional Support 211 - Title I, Part A, $5,000, Materials, Instructional Support and Food 199 - General Fund, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Strategy 2

The district will provide college prep courses and academic boot camp opportunities to prepare students for success on college and military entry exams.

Strategy's Expected Result/Impact: Increased scores on college entry exams such as the PSAT/ NMSQT, SAT, ACT, TSI, and ASVAB

Staff Responsible for Monitoring: Campus Administration, Career and Technical Education (CTE) Director, CHS Academic Dean, Associate CCMR Advisor, Counselors

Problem Statements: Student Learning 10, 11, 12, 13 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Dual Enrollment/OnRamps and Dual Credit courses will be evaluated each year to ensure the courses are expanded and outlined in the Student Academic Planning Guide (APG).

Strategy's Expected Result/Impact: Expanded and strengthened partnerships in CTE Technical Dual Credit and additional OnRamps offerings and Dual Credit opportunities

Staff Responsible for Monitoring: Executive Director of Educational leadership, Campus Administration, Career and Technical Education (CTE) Director, CHS Academic Dean, Associate CCMR Advisor, Counselors

Problem Statements: Student Learning 9, 13

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Strategy 4

Career and Technology Education will refine and continue to implement plans that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications.

Strategy's Expected Result/Impact: Increased number of partnerships, multiple opportunities for students to graduate future ready with many skills-based certificates/licenses

Staff Responsible for Monitoring: Campus Administration, Career and Technical Education (CTE) Director, CHS Academic Dean, Associate CCMR Advisor, Counselors

Problem Statements: Student Learning 9

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 5

Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader, CHS Academic Dean, and Associate CCMR Advisor to discuss the effective use of the Advanced Placement dashboard.

Strategy's Expected Result/Impact: Consistent use of the Advanced Placement dashboard, Increased rigor of course content, 25% of students taking an Advanced Placement course with a score a 3 or higher

Staff Responsible for Monitoring: Principal, CHS Academic Dean, Associate CCMR Advisor, Director of CTE

Problem Statements: Student Learning 8, 12

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 6

During campus PLCs, teachers will be supported with understanding and implementing the embedded TSIA content added to the curriculum documents by the Secondary Reading and Math Coordinators to effectively communicate the importance of the TSIA 2 assessments to students and provide them with tutorials and testing opportunities, leading to an increase in student success on the TSIA 2.

Strategy's Expected Result/Impact: Increase of student success on TSIA 2

Staff Responsible for Monitoring: CHS Academic Dean, Associate CCMR Advisor, Principals, CAL, Counselors, ACE Program

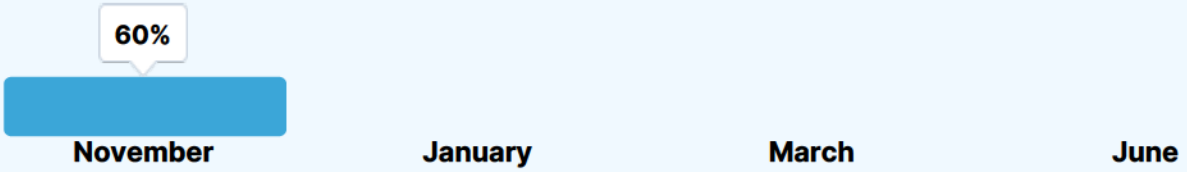
Problem Statements: Student Learning 8, 10, 11, 12, 13 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 7

All 10th and 11th Grade students will meet with a T3 Advisor for counseling on steps to prepare for college including application completion, scholarship opportunities, and FASFA applications.

Strategy's Expected Result/Impact: Increased Percentages of Students Attending College

Staff Responsible for Monitoring: CHS Admin, Counselors, CTE Counselor, CCMR Coordinator and T3 Staff

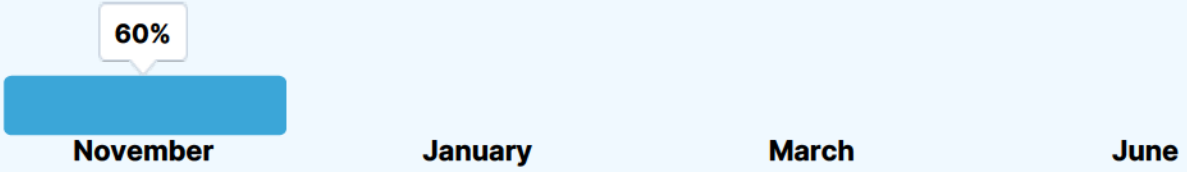
Problem Statements: Student Learning 1, 10, 11, 12, 13 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 8

Student Led Conferences will take place for all students on October 27, 2025 to review their graduation plan and progress toward completion of a pathway with their parents.

Strategy's Expected Result/Impact: Increased Parent Awareness of Importance of College and Career Readiness

Staff Responsible for Monitoring: Campus Administration, Counselors, CCMR Advisor, Teachers

Problem Statements: Perceptions 4

Funding Sources: Materials and Food 211 - Title I, Part A, $3,000, Materials and Food 199 - General Fund, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	January	March	June
Accomplished	Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.
	The percentage of students meeting CCMR credit needs to increase from 98% to 99% by August 2030.	A strong emphasis was placed on raising awareness among administrators, counselors, teachers, and students about the importance of completing Texas College Bridge, achieving passing scores

9		in TSIA-2 reading and math, earning an industry-based certification, or scoring a 3 or higher on an AP exam. However, there remains a continued need for support and focus in these areas.
10	CHS did not receive any CCMR Outcome Bonuses in 2024-2025.	A strong emphasis was placed on increasing awareness among administrators, counselors, teachers, and students about the importance of the TSIA and its connection to CCMR outcome bonuses. However, since our data is still two years behind, we anticipate seeing improvements reflected next year.
11	85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.	Students are struggling with the content of the exams and need more curriculum support in the form of spiraled TSIA, ACT, and SAT content embedded in core academic areas.
12	37% of students taking an AP course scored a 3 or above on the exam.	The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.
13	Graduating seniors in the past do not receive outcome bounces was not achieved due to a lack of TSIA2 completion.	Their is an ongoing need to enhance our curriculum to better support TSIA-2, providing guidance to students through the T3 program, continuing to monitor seniors during CCMR huddles, and implementing student-led conferences is a need for us.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and

academic performance.

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

Performance Objective 1

By May 2026, provide stakeholders with regular communication by publishing updates on progress, changes, and important events at least twice per month, while offering feedback opportunities through surveys or forums each quarter.

Evaluation Data Source: Parent Square
Surveys

Strategy 1

Communicate positive information about CHS events and celebrate successes and milestones with stakeholders to build a sense of community, by utilizing Parent Square, and with a presence on social media and the website.

Strategy's Expected Result/Impact: Increased communication and positive feedback from parents and community

Staff Responsible for Monitoring: Campus Administrators, Campus Office Manager, Webmaster, Campus Communication Committee, Communications Specialist

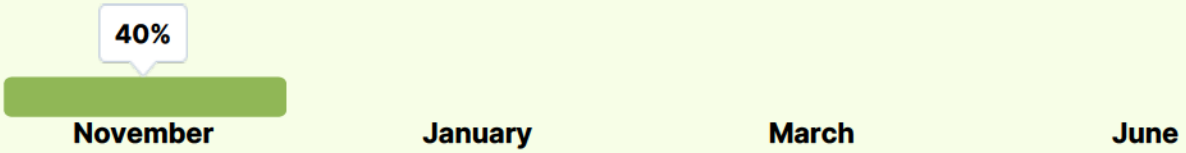
Problem Statements: Demographics 1, 3 - Student Learning 1 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Send out weekly campus newsletters to staff using ParentSquare to highlight campus celebrations. Send a bi-weekly newsletter to parents and students to make them aware of important information and events taking place at CHS.

Strategy's Expected Result/Impact: Increased parent involvement and increased student and parent satisfaction

Staff Responsible for Monitoring: Campus Administration, Communication Coordinator

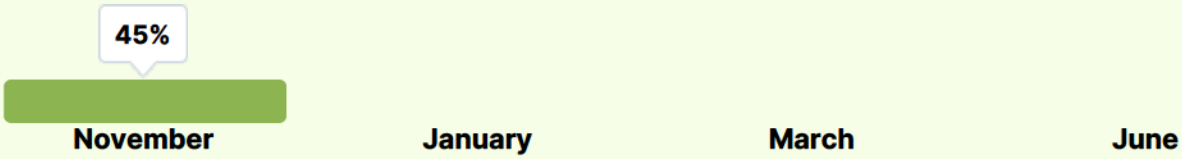
Problem Statements: Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews



Strategy 3

Incorporate and communicate campus-wide celebrations of staff and students through ParentSquare to support a positive culture and climate.

Strategy's Expected Result/Impact: Improved staff satisfaction and retention

Staff Responsible for Monitoring: Campus Administration, Counselors, Sunshine Committee, Pep Rally Leaders

Problem Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1, 2, 4, 5, 6 - Perceptions 1, 4, 6

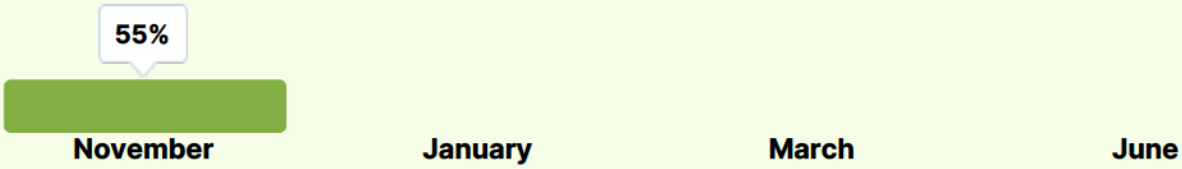
Funding Sources: Materials, Food, Incentives and Bus Transportation 199 - General Fund, $5,000, Materials, Food, Incentives and Bus Transportation 211 - Title I, Part A, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews



Strategy 4

Develop a comprehensive recognition program to acknowledge and honor outstanding achievements by students, staff, and community members.

Strategy's Expected Result/Impact: Increased community involvement, better attendance rates, and higher morale as measured by attrition rates

Staff Responsible for Monitoring: Campus Administration, Stronger Connections Grant Coordinator, Counselors

Problem Statements: Demographics 1, 3 - School Processes & Programs 1, 2, 4, 5, 6 - Perceptions 1, 4, 6

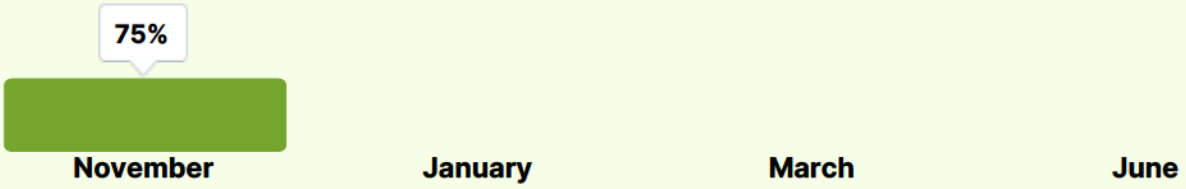
Funding Sources: Materials, Food, Incentives, Subs and Buses 199 - General Fund, $5,000, Materials, Food, Incentives, Subs and Buses 211 - Title I, Part A, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.

6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Performance Objective 2

By May 2026, foster collaboration and communication between teachers, students, and parents by ensuring that 100% of teachers provide progress updates at least once every three weeks through digital platforms and send out parent square communication to 3rd period parents of students who have attendance issues.

Evaluation Data Source: Parent Square Communications Survey

Strategy 1

Utilize surveys to gain actionable feedback from stakeholders periodically throughout the school year and share the data with all stakeholders.

Strategy's Expected Result/Impact: Improved campus climate and culture, improved staff and parent satisfaction, and improved staff retention rates

Staff Responsible for Monitoring: Campus Administration, Department Leaders

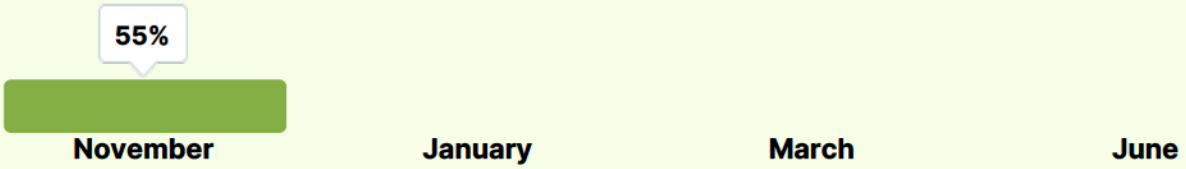
Problem Statements: Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Conduct student led parent conferences on October 27, 2025 to discuss and increase understanding of graduation requirements, CTE pathways, CCMR, and STAAR scores to strengthen collaborative partnerships between the campus and families.

Strategy's Expected Result/Impact: Increased parent academic engagement

Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers, Students

Problem Statements: Perceptions 4

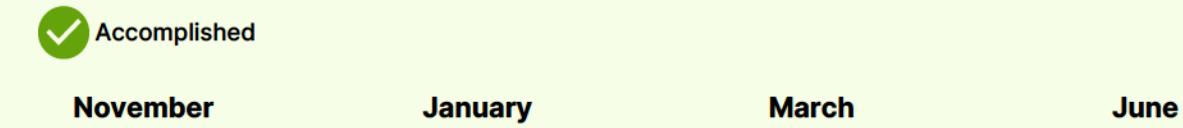
Funding Sources: Light refreshments for parents 215 - Title I, Part D, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3

Provide on-going training and support for teachers to ensure they are proficient in using ParentSquare.

Strategy's Expected Result/Impact: Improved communication with all stake holders

Staff Responsible for Monitoring: Campus Administration, Counselors

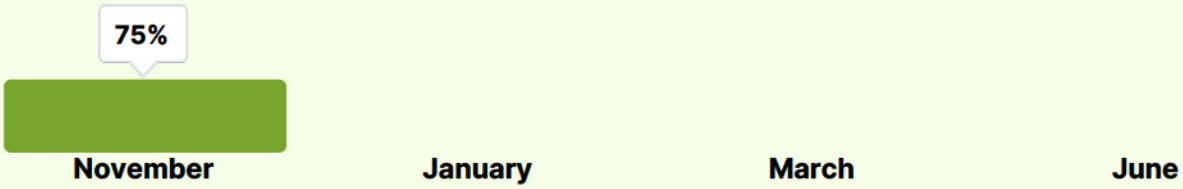
Problem Statements: School Processes & Programs 6 - Perceptions 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews



Strategy 4

During Meet the Teacher, two way communication will be established with parents by setting up ParentSquare and assisting parents with becoming an observer in Canvas. Throughout the year parents will be reminded to sign up as an observer in Canvas through the principal newsletter.

Strategy's Expected Result/Impact: Increased communication with parents

Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers

Problem Statements: Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



January

March

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
5	We are not using Parentsquare effectively to collect feedback from parents on campus level, family engagement events and attendance notices.	ParentSquare has primarily been used to share newsletters, communicate upcoming events, and highlight celebrations. Additional training is needed to better utilize ParentSquare for collecting feedback from parents, along with continued improvements to our overall attendance systems.

Performance Objective 3 ☑ High Priority

By May 2026, increase student attendance from 91% to 95% by implementing a campus-wide attendance plan where teachers track 100% of 3rd-period students with absence issues, communicate with parents of students with chronic absences, and celebrate students with good or improved attendance at monthly.

Evaluation Data Source: Weekly ADA reports, truancy prevention measure reports, campus communication trackers, parent square attendance notes, CHS Weekly Newsletter, monthly attendance newsletters, and attendance parent conferences, attendance trackers and home visits.

Strategy 1

Attendance will be improved through the use of attendance newsletters and by sending weekly TPM letters, making phone calls, scheduling conferences, creating contracts and/or conducting home visits for students who have excessive absences.

Strategy's Expected Result/Impact: Improved ADA attendance

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Stronger Connections Grant Coordinator

Problem Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 2, 5, 6 - Perceptions 6

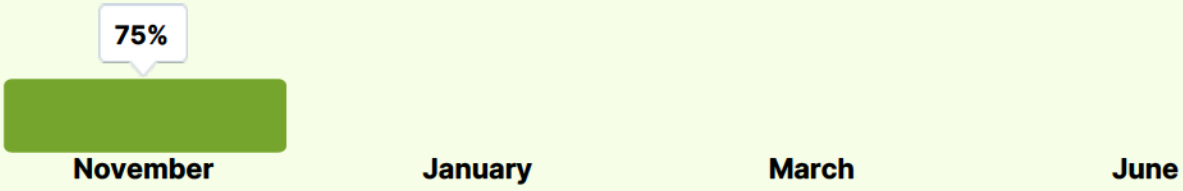
Funding Sources: Materials, Incentives, Food, Subs and Buses 211 - Title I, Part A, $3,000, Materials, Incentives, Food, Subs and Buses 199 - General Fund, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

3rd period teachers will make phone calls home notifying parents of absent students and will track their communications in a campus-wide attendance tracker.

Strategy's Expected Result/Impact: Improved ADA for campus

Staff Responsible for Monitoring: Campus Administration, Teachers, Attendance Clerk

Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 4, 5 - Perceptions 1, 4, 6

Funding Sources: Materials, Incentives, Food, Subs and Buses 199 - General Fund, $3,000, Materials, Incentives, Food, Subs and Buses 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews



Strategy 3

Provide ongoing attendance incentives for students and staff throughout the year.

Strategy's Expected Result/Impact: Increased attendance, increased awareness of attendance laws, and improved culture and climate

Staff Responsible for Monitoring: Campus Administration, Stronger Connections Grant Coordinator, Sunshine Committee, Secretary/AP Secretary

Problem Statements: Demographics 1, 3 - School Processes & Programs 1, 2, 4, 5, 6 - Perceptions 1, 4, 6

Funding Sources: Incentives for students 211 - Title I, Part A, 6100,6300, 6400, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS

	continue operating two ID machines and conducting dress code checks each morning.	Admin team.
4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and

		academic performance.
6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Performance Objective 4 ☑ High Priority

By May 2026, welcome, honor, and connect with families by hosting at least four REAL family engagement events, focused on relationships, academics, behavior, and professional learning/training, through ACE, Fine Arts, Athletics, and other programs.

Evaluation Data Source: Flyers/Advertisements of Events
Attendance sign-in sheets
Surveys - Feedback from parents
Parents Enrolled and Graduated - Parent University
Documentation in District tracking system
Parent Square
ACE Program
T3

Strategy 1

Campus staff, counselors, and administrators will engage parents, students, and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, On-Ramps, and college admission timelines; including, but not limited to: Fish Camp, Financial Aid workshops, and Senior Summit.

Strategy's Expected Result/Impact: More informed students and parents, increased awareness of post-secondary opportunities

Staff Responsible for Monitoring: Campus Administration, Counselors, CCMR Advisors, T3 Advisors

Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 4, 5, 6 - Perceptions 4, 6

Funding Sources: Materials, Incentives, Food, Subs and Buses 199 - General Fund, $5,000, Refreshments, Snacks, Drinks for Parents for Parent Events 211 - Title I, Part A, $3,000

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Partner with ACE to provide after school programing for HB1416 accelerated instruction, EOC tutorials, credit recovery opportunities, TSIA instruction and testing, and enrichment activities.

Strategy's Expected Result/Impact: Increased Real Family Engagement opportunities

Staff Responsible for Monitoring: Campus Administration, ACE Site Coordinator, ACE Staff, Counselors, T3 Advisors

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro

3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.
	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This	Although gaps remain in content knowledge, background knowledge from

6	was an increase from 37% the previous year, but it remains below the 60% Meets goal.	previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators,

6		need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Performance Objective 5

By May 2026, promote and maintain a healthy environment by ensuring daily access to physical, mental, and social-emotional wellness supports for all students and staff. All students will participate in at least one SEL lesson during 4th period each month, and student leadership groups such as STUCO and HOPE Squad will coordinate and deliver a minimum of one positive culture- and climate-building activity per month.

Evaluation Data Source: STUCO, Hope Squad, Stop It, Bark, MTSS Process and Parent Square.

Strategy 1

Provide services to address homelessness, social emotional support, pregnancy related services, dropout recovery, students alternative discipline settings, and Bullying.

Strategy's Expected Result/Impact: Annual attendance goals met, decreased drop out rate, decreased recidivism, increased implementation of Bullying policy FFI (Local) and FFI (Legal)

Staff Responsible for Monitoring: Director of School Policy and Student Support, Campus Administration, Counselors, Social Worker, Stronger Connections Grant Coordinator

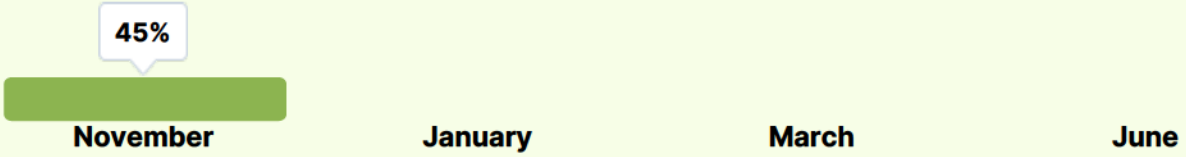
Problem Statements: Demographics 1, 3 - School Processes & Programs 1, 2, 4, 5, 6 - Perceptions 1, 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

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

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

Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School Policy and Student Support, Campus Administration, Social Workers, Counselors

Problem Statements: Perceptions 1

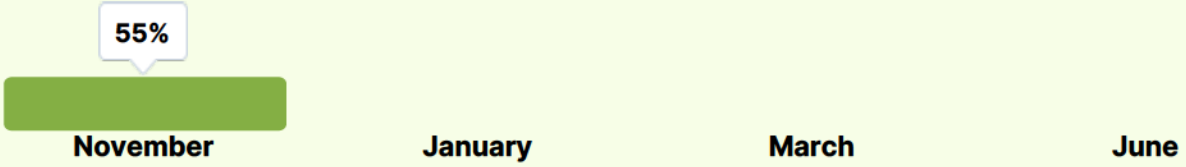
Funding Sources: Small Prizes for Students, Incentives, Ribbons, Certificates 461 - Campus Activity Fund, $1,000, Materials, Incentives, Food, Subs and Buses 199 - General Fund, $5,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
	Students have shown improvement in	Our discipline program at CHS has

6	following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Goal 4 Implement Effective and Efficient Operations

Performance Objective 1 ☑ High Priority

By May 2026, create and maintain a safe and orderly learning environment by ensuring that 100% of staff and students receive annual training on safety policies, procedures, and protocols, and by implementing a safety communication system with at least 90% staff and student usage/acknowledgment rate during quarterly drills and emergency notifications.

Evaluation Data Source: Weekly exterior door checks, TEA intruder audit (Texas School Safety Center), Campus safety drills, campus professional learning/faculty meetings over safety procedures, external safety audit that includes student, staff, and parent surveys.

Strategy 1

Maintain an active and visible presence across campus, both inside and outside, while utilizing safety and security personnel (hall monitor/police officer) for daily door checks and regular patrols. Continue consistent use and monitoring of the eHall Pass system and ensure all security cameras are actively supervised.

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

Staff Responsible for Monitoring: Campus Resource Officer, Safety Monitor, Campus Administration, Safety and Security Coordinator, Teachers

Problem Statements: School Processes & Programs 4, 7

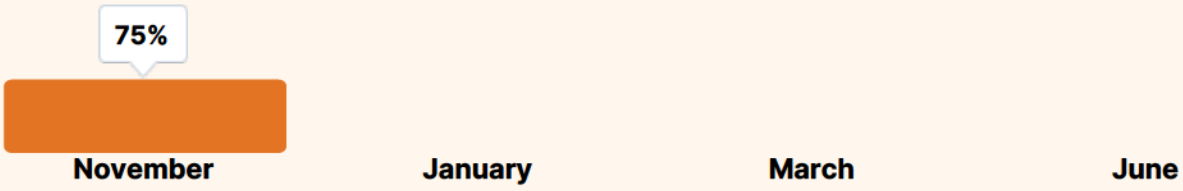
Funding Sources: Ehall Pass Software System 211 - Title I, Part A, $5,000, Ipad for Security Camera Monitoring 211 - Title I, Part A, $2,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Ensure that all safety drills, staff meetings/trainings, and facility checks are conducted and debriefed with corrective actions, as necessary.

Strategy's Expected Result/Impact: Improved staff and substitute awareness and preparedness for emergencies

Staff Responsible for Monitoring: Campus Safety Administrator, Safety and Security Coordinator

Problem Statements: School Processes & Programs 7

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 3

Monitor the campus discipline management plan and the implementation of clear expectations, routines and procedures, viable alternatives, and consistent expectations in common areas and classrooms.

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

Staff Responsible for Monitoring: Director of School Policy and Student Support, Campus Administration, Counselors, Safety Monitors, Teachers

Problem Statements: Demographics 1, 3 - School Processes & Programs 1, 2, 4, 5, 6, 7 - Perceptions 1, 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 4

The Teaching, Learning, and Innovation Team and CHS administrative team will work with teachers during professional learning days and PLCs to provide strategies for creating clear expectations in the learning environment that promotes respectful and responsible interactions.

Strategy's Expected Result/Impact: Improved student behavior

Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers

Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 4, 5, 6 - Perceptions 1, 4, 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The CHS staff possess varying levels of understanding of A-F accountability, ability to communicate the campus vision and mission, and how they play a part in the campus rating.	There is a need for additional training in A-F Accountability, CCMR, campus goals, the CIP, and campus committees/ focus groups aligned to the highest-priority goals in order to build capacity. In addition, implementing student-led conferences for parents will further support these efforts.
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.

/	In 2024, CHS failed their Safety intruder Safety Check.	A garage door and interior door were left open during school hours.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Performance Objective 2 ☑ High Priority

100% of Threat Assessments will be entered in Sentinal and comply with legally required components by June 2026.

Evaluation Data Source: Each established team is required to conduct threat assessments that include assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior, Gather and analyze data to determine the level of risk and appropriate interventions, Skyward Threat Assessment Forms

Strategy 1

Review, monitor, and train the Safe and Supportive School Teams 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 and decrease in suicide ideation/ attempts/self-harm

Staff Responsible for Monitoring: Safe and Supportive School Staff, Campus Administration

Problem Statements: School Processes & Programs 5 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Continued implementation of a Student Ambassador Suicide Awareness Program, "Hope Squad" which included 20-30 CHS student-selected ambassadors to build suicide awareness and how to get other students to help in the event of a crisis.

Strategy's Expected Result/Impact: Increased ability to identify students who are suicidal or having suicidal ideations to reduce reduce the risk of harm to students

Staff Responsible for Monitoring: Counselors, Social Worker, Hope Squad Students

Problem Statements: School Processes & Programs 5 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.

Performance Objective 3

By May 2026, implement a multi-tiered system of support (MTSS) to address students' social-emotional needs and improve attendance, ensuring that 100% of students in need are screened each semester for social and emeotional needs and attendance risk factors, at least 90% of identified Tier 2 and Tier 3 students receive targeted interventions, and overall campus attendance meets or exceeds the district goal of 95%.

Evaluation Data Source: Attendance Reports
Behavior and Counseling Data
SABERS Data

Strategy 1

Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers and associated Special Education referrals.

Strategy's Expected Result/Impact: Increase in timely intervention of students with behavior needs

Staff Responsible for Monitoring: Campus Administration

Problem Statements: School Processes & Programs 5 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

CHS will implement the universal SEL screener three times per year to determine students in need of behavior and Social-Emotional Learning (SEL) support along with discussing and identifying needed targeted interventions and support in 100% of MTSS meetings.

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

Staff Responsible for Monitoring: Director of School Policy and Student Support, Principal, Special Programs Coordinator 504/MTSS, Social Worker, Counselors, Teachers

Problem Statements: School Processes & Programs 5 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Strategy 3

Incorporate Tier 1 behavior strategies such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and PBIS (Positive Behavioral Interventions and Supports) into campus standardized Teacher data walk forms and provide feedback and teacher assistance as necessary.

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

Staff Responsible for Monitoring: Director of School Policy and Student Support, Campus Administration, Counselors, Teachers

Problem Statements: School Processes & Programs 5 - Perceptions 1, 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 4

During Operational weekly meetings, Leadership team will review discipline, EHall, Parent Square, VAPE, Searches and duty coverages to view hot spots and determine area of need. Students will be submitted to our MTSS process for added support.

Strategy's Expected Result/Impact: Improved our overall discipline processes

Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers

Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 4, 5, 6, 7 - Perceptions 1, 6

Funding Sources: Ehall Pass System 199 - General Fund, $5,000, Ipad 211 - Title I, Part A, $2,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 5

Increase the use of the MTSS process to support students and families with attendance issues.

Strategy's Expected Result/Impact: Increased effectiveness of MTSS system to address attendance issues

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk

Problem Statements: School Processes & Programs 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro
3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently submitting attendance on time.
7	In 2024, CHS failed their Safety intruder Safety Check.	A garage door and interior door were left open during school hours.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and

academic performance.

6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Performance Objective 4 ☑ High Priority

By May 2026, create and implement campus-wide systems and processes to provide clear expectations, monitoring, and support for teachers, ensuring that 100% of assemblies are held each semester, 90% compliance is achieved in documented monitoring systems (Discipline referrals, sub management plans, behavior expectations, tardy sweeps, dress code and backpack checks), and quarterly feedback shows at least an 80% satisfaction rate with clarity of expectations and support provided.

Evaluation Data Source: Lion Pride, Referral Data, Sub Management Plans, Behavior Expectations, Weekly Tardy Sweeps, IDs, Dress Code Checks, Use of Clear Backpacks, Grade Level Assemblies, Reminders via PA system, CHS Newsletter via Parent Square and Surveys.

Strategy 1

Provide staff development in the area of campus-wide expectations and train all staff on expected behavior in common areas and classrooms.

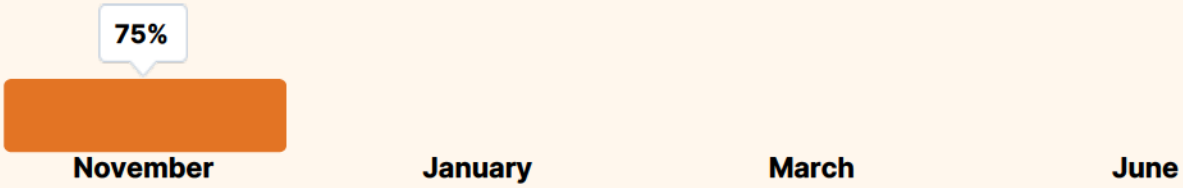
Strategy's Expected Result/Impact: Improved campus climate and culture, reduction of referrals, reduced absenteeism of staff and students

Staff Responsible for Monitoring: Administration, Campus Discipline Committee, Teachers

Problem Statements: School Processes & Programs 7

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Development of a campus discipline committee to increase teacher voice and provide clear expectations, monitoring, and support of teachers in the workplace

Strategy's Expected Result/Impact: Reduction in tardies, reduction in dress code violations, and increase in positive campus climate and culture

Staff Responsible for Monitoring: Campus Administrators, Teachers

Problem Statements: Demographics 1, 3 - School Processes & Programs 2, 4, 5, 6, 7 - Perceptions 1, 6

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 3

Provide CHAMPs discipline training and implement classroom CHAMP posters for clear expectations and consistent classroom management.

Strategy's Expected Result/Impact: Increase in visual representation of classroom management systems and decreased referrals

Staff Responsible for Monitoring: Campus Administration, Behavior Committee, Teachers

Problem Statements: School Processes & Programs 5 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 4

All administrators, teachers, and staff will hold all students accountable for wearing their school provided ID with systems in place for students who do not consistently wear their ID. Incentives will be provided to students for motivational purposes and materials if needed.

Strategy's Expected Result/Impact: Increased number of students and staff wearing their ID

Staff Responsible for Monitoring: Campus Administration, All Campus Staff

Problem Statements: Demographics 3 - School Processes & Programs 2, 4, 5, 6, 7 - Perceptions 1, 6

Funding Sources: EHALL Pass System 211 - Title I, Part A, $3,000, Ipad for Security Camera Usage 211 - Title I, Part A, $2,000, ID cards and lanyards 199 - General Fund, $3,000

Formative Reviews



Strategy 5

Review performance data of students placed in DAEP annually, including over-representation of students from economically disadvantaged families, ethnic and racial representations, special education and limited English proficiency services, as well as attendance rates, pre- and post-assessment results, dropout rates, graduation rates, and recidivism rates and develop action plans to address areas of concern.

Strategy's Expected Result/Impact: Increased performance of students placed in a DAEP setting, reduced recidivism

Staff Responsible for Monitoring: Director of School Policy and Student Support, Secondary Principals, Assistant Principals

Problem Statements: Demographics 3

Funding Sources: Instructional Materials, Incentives 211 - Title I, Part A,

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro

3	Discipline referrals increased in 2024-2025 by 14.46%.	In previous years, procedures for monitoring and addressing student behavior infractions were inconsistent, and staff surveys indicated that teachers did not feel adequately supported by administration. Last year, the new APs worked hard to strengthen this area, and moving forward, the admin team remains committed to continuing strong support for teachers with discipline.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.
4	Too many students are in the hallways during instructional periods, and students are not always being accurately accounted for in Skyward. We also need to improve our overall attendance rates.	The E-Hall system needs to be implemented with greater fidelity, including providing a new iPad for our hall monitor to strengthen student supervision. In addition, improving student accountability will be essential to raising our attendance rates.
5	There are a high numbers of students failing classes due to non-mastery and high absences who have to recoup classes in summer school and through credit recovery.	We need to strengthen our MTSS school-wide approach by improving data tracking for all students to identify chronic failures, absences, and areas requiring targeted interventions. In addition, we must enhance our ACE program and student tutorials to provide greater academic support.
6	Student attendance has dropped below the 95% budget threshold.	Roles for staff who directly impact student attendance, including front office staff, teachers, and administrators, need to be clearly defined. Attendance threshold letters were not consistently sent to parents, and responsibilities for contacting families of absent students were unclear. Additional challenges included teachers not consistently

		submitting attendance on time.
7	In 2024, CHS failed their Safety intruder Safety Check.	A garage door and interior door were left open during school hours.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There has been an increase in the number of students demonstrating deficits in social and emotional well being.	An increased number of students are dealing with circumstances that they can not manage on their own.
6	Students have shown improvement in following the dress code, wearing IDs, and adhering to the new cell phone policy. The climate survey also indicated that teachers felt increased support from administrators in managing student behaviors. Moving forward, we will continue operating two ID machines and conducting dress code checks each morning.	Our discipline program at CHS has improved in addressing student dress code, ID compliance, cell phone usage, vape incidents, and classroom support for teachers, as reflected in our culture and climate surveys. This will remain a continued area of focus for the CHS Admin team.

Performance Objective 5 ☑ High Priority

CHS will attract, recruit, and retain highly qualified educators by achieving a 100% teacher fill rate before the first day of school and increasing overall teacher retention by 10% compared to the previous school year.

Evaluation Data Source: TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis, Master Schedule

Strategy 1

The campus will implement a mentor/mentee program and conduct monthly mentor meetings.

Strategy's Expected Result/Impact: Increase in teacher effectiveness, Increase in teacher retention

Staff Responsible for Monitoring: Campus Administration, New Teachers, Mentor Teachers

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8 - Perceptions 4

Funding Sources: Refreshments for Mentee Mtgs. 425 - Teacher Induction/Mentor, $250, Food for Staff 199 - General Fund: High School Allotment, $2,500

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

The campus will continue to implement a substitute system that promotes relationship building with substitutes, proactively filling positions several weeks in advance, and increasing teacher awareness of absences to limit high absence days.

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

Staff Responsible for Monitoring: Campus Administration, Teachers

Problem Statements: Perceptions 7

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 3

Increase the substitute fill rate with a substitute coverage plan that promotes the success of substitutes.

Strategy's Expected Result/Impact: Decrease in the number of staff that have to cover classes

Staff Responsible for Monitoring: Director of Talent and Acquisition, Campus Administration, Office Staff, Teachers

Problem Statements: Perceptions 7

Formative Reviews



Strategy 4

Provide teachers with leadership opportunities such as department chairs, campus committees, administrator interns, district committees, and extra-curricular sponsors to maintain a strong culture that values shared vision and shared leadership.

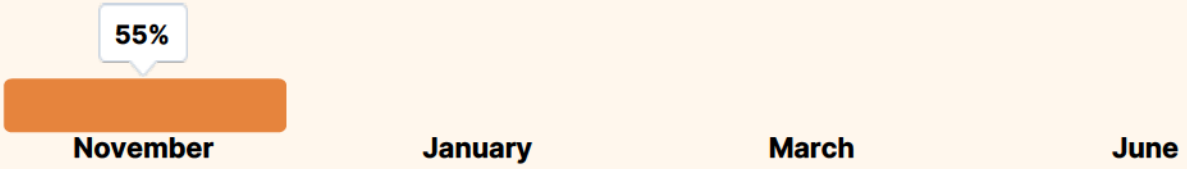
Strategy's Expected Result/Impact: Increased positive campus culture and teacher morale, decreased teacher turnover rate

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 1 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 5

The principal will develop coaching plans in alignment to the district coaching model and timeline. The principal will meet with the coach and teacher to review the plan and monitor progress.

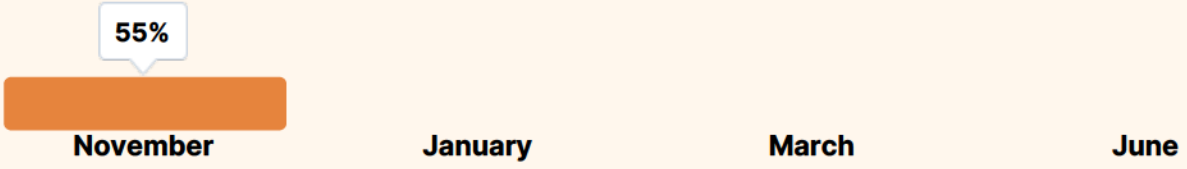
Strategy's Expected Result/Impact: Increased teacher retention rate

Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers

Problem Statements: Student Learning 1, 3, 4, 5, 6, 7, 8

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	The preliminary attendance rate for 2024 is 91.21%.	Attendance threshold letters were not consistently sent to notify parents about attendance concerns, and roles and responsibilities for contacting parents of absent students were not clearly defined. Additional issues included teachers not submitting attendance on time, students skipping third period, and gaps in our overall tracking system. To address these concerns, we need to strengthen our pro

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The 2024-2025 A-F accountability is 83% (B). Our goal is to have an A rating.	There must be a stronger focus on strengthening Tier I instruction, supporting re-testers and Special Education students, and improving ELA I and II EOC writing scores.
3	Special education students continue to perform below their general education peers on STAAR. sped all exams are at 43% approaches and 10% meets.	There were inconsistent co-teach models utilized and new special education and general education teachers who need additional training on effective Co-Teach and there is a need for SPED students to increase by 3% by all exams.
4	In English 1, 34% (31 zeros) of students scored Meets and in English 2, 43% (40 zeros) of students scored Meets on STAAR in 2024-2025.	Although we saw growth in Tier 1 instruction during 2024-2025--evidenced by ELA teachers' engagement in the coaching process and a reduction in the number of zeros in student writing--our re-testers did not demonstrate the level of progress we had anticipated. Continued support is necessary, particularly in breaking down standards and curriculum to better address student learning needs. 71 zeros
5	In Algebra 1, 18% of students scored Meets on STAAR in 2024-2025, but still below the 60% Meets goal.	There is a need to provide students with more support in practicing new item types through MyOpenMath to strengthen overall performance. Additionally, our re-testers did not demonstrate the level of growth we had anticipated, we must also increase instructional time using IXL.

6	In 2024, 42% of students scored at the Meets level on the Biology STAAR. This was an increase from 37% the previous year, but it remains below the 60% Meets goal.	Although gaps remain in content knowledge, background knowledge from previous years, and vocabulary, students showed significant growth last year. Our focus now is to continue building on that momentum.
7	In U.S. History, 48% of students scored at the Meets level on the 2024-2025 STAAR. This represents a decline from the previous year and remains below the 60% Meets goal.	Adjustments are needed in the curriculum to close learning gaps and to provide continued support for effective Tier 1 instruction with strategies such as the use of short assessments with curipod. Last year, OnRamps students finished their curriculum later than expected and did not have adequate time for review; however, this year an experienced teacher is guiding pacing to keep students on track.
8	We did not grow in the area of Domain 2 "Growth" for 2024 A-F accountability.	The PLC process was inconsistent, and there was not a strong focus on the four PLC questions to drive instructional improvement. As a result, our re-testers and SPED students did not show the expected growth or meet their goals.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many parents are not involved with student academic progress.	Many parents lack the training and knowledge needed to effectively monitor student grades and coursework in Skyward. Participation in parent nights aimed at educating families on how to track their child's data and progress has also been limited. Moving forward, implementing student-led conferences will be an important step in increasing parent awareness of student goals and academic performance.
7	The CHS Substitute Fill Rate dropped from 88% in 2023-2024 to 78% in 2024-2025.	There are fewer available substitutes to cover last minute absences for illnesses and there are a high number of substitutes needed for high absences days such as when tournaments are scheduled.

Addendums

Texas Education Agency

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2019 STAAR Performance Data Table

CASTLEBERRY H S (220917001) - CASTLEBERRY ISD

Calculation Report

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	693	244	-	304	205	1,446	
Approaches GL or Above	439	208	-	245	195	1,087	75
Meets GL or Above	293	130	-	131	160	714	49
Masters GL	39	66	-	37	83	225	16
Total Percentage Points							140
Component Score							47

Download Excel

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
All Subjects															
Percent of Tests															
% at Approaches GL Standard or Above	75%	95%	75%	76%	33%	80%	-	75%	74%	53%	70%	39%	84%	77%	69%
% at Meets GL Standard or Above	49%	59%	49%	52%	33%	40%	-	25%	47%	21%	44%	18%	53%	53%	38%
% at Masters GL Standard	16%	14%	14%	25%	0%	20%	-	25%	14%	5%	13%	3%	16%	18%	8%
Number of Tests															
# at Approaches GL Standard or Above	1,087	21	914	141	1	4	-	6	880	189	458	58	16	857	230
# at Meets GL Standard or Above	714	13	600	96	1	2	-	2	558	75	289	27	10	588	126
# at Masters GL Standard	225	3	173	46	0	1	-	2	167	18	85	5	3	199	26
Total Tests	1,446	22	1,223	185	3	5	-	8	1,189	359	652	148	19	1,113	333
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	63%	91%	63%	64%	33%	50%	-	0%	62%	36%	57%	21%	70%	66%	55%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
% at Meets GL Standard or Above	42%	55%	42%	45%	33%	0%	-	0%	40%	14%	37%	12%	30%	45%	33%
% at Masters GL Standard	6%	9%	5%	12%	0%	0%	-	0%	5%	0%	4%	3%	0%	7%	2%
Number of Tests															
# at Approaches GL Standard or Above	439	10	374	53	1	1	-	0	358	64	177	16	7	350	89
# at Meets GL Standard or Above	293	6	249	37	1	0	-	0	229	24	113	9	3	240	53
# at Masters GL Standard	39	1	28	10	0	0	-	0	27	0	13	2	0	36	3
Total Tests	693	11	592	83	3	2	-	2	573	177	309	77	10	530	163
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	85%	100%	85%	86%	-	-	-	100%	85%	76%	85%	64%	100%	85%	85%
% at Meets GL Standard or Above	53%	75%	55%	45%	-	-	-	0%	51%	47%	58%	25%	100%	57%	42%
% at Masters GL Standard	27%	0%	28%	28%	-	-	-	0%	25%	23%	34%	4%	33%	31%	15%
Number of Tests															
# at Approaches GL Standard or Above	208	4	177	25	-	-	-	2	178	57	110	18	3	157	51
# at Meets GL Standard or Above	130	3	114	13	-	-	-	0	108	35	75	7	3	105	25
# at Masters GL Standard	66	0	58	8	-	-	-	0	53	17	44	1	1	57	9
Total Tests	244	4	209	29	-	-	-	2	210	75	130	28	3	184	60
Writing															
Percent of Tests															
% at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Number of Tests															
# at Approaches GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Meets GL Standard or Above	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
# at Masters GL Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science															
Percent of Tests															
% at Approaches GL Standard or Above	81%	100%	80%	79%	-	-	-	100%	79%	64%	78%	45%	100%	81%	80%
% at Meets GL Standard or Above	43%	40%	43%	47%	-	-	-	0%	42%	13%	43%	10%	50%	45%	36%
% at Masters GL Standard	12%	20%	10%	26%	-	-	-	0%	11%	0%	10%	3%	25%	14%	7%
Number of Tests															
# at Approaches GL Standard or Above	245	5	208	30	-	-	-	2	200	57	127	13	4	190	55
# at Meets GL Standard or Above	131	2	111	18	-	-	-	0	105	12	70	3	2	106	25
# at Masters GL Standard	37	1	26	10	-	-	-	0	28	0	16	1	1	32	5
Total Tests	304	5	259	38	-	-	-	2	253	89	162	29	4	235	69
Social Studies															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Percent of Tests															
% at Approaches GL Standard or Above	95%	100%	95%	94%	-	100%	-	100%	94%	61%	86%	79%	100%	98%	85%
% at Meets GL Standard or Above	78%	100%	77%	80%	-	67%	-	100%	76%	22%	61%	57%	100%	84%	56%
% at Masters GL Standard	40%	50%	37%	51%	-	33%	-	100%	39%	6%	24%	7%	50%	45%	22%
Number of Tests															
# at Approaches GL Standard or Above	195	2	155	33	-	3	-	2	144	11	44	11	2	160	35
# at Meets GL Standard or Above	160	2	126	28	-	2	-	2	116	4	31	8	2	137	23
# at Masters GL Standard	83	1	61	18	-	1	-	2	59	1	12	1	1	74	9
Total Tests	205	2	163	35	-	3	-	2	153	18	51	14	2	164	41

- Indicates there are no students in the group.

CONFIDENTIAL

Texas Education Agency
2019 Accountability Ratings Overall Summary
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		84	B
STAAR Performance	47	75	
College, Career and Military Readiness	62	91	
Graduation Rate	97.3	90	
School Progress		85	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 77.1%)	55	85	B
Closing the Gaps	60	77	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Attendance Rate	94.1%	Q2
Accelerated Student Progress in ELA/Reading	1.0%	Q2
Grade 3 Reading Performance (Masters Grade Level)		
Grade 4 Reading Performance (Masters Grade Level)		
Grade 4 Writing Performance (Masters Grade Level)		
Grade 5 Reading Performance (Masters Grade Level)		
Grade 6 Reading Performance (Masters Grade Level)		
Grade 7 Reading Performance (Masters Grade Level)		
Grade 7 Writing Performance (Masters Grade Level)		
Grade 8 Reading Performance (Masters Grade Level)		
English I Performance (Masters Grade Level)	7.0%	Q1
English II Performance (Masters Grade Level)	4.0%	Q1
AP/IB Examination Participation: ELA	10.8%	Q2
AP/IB Examination Results (Examinees >= Criterion): ELA	2.0%	Q4
SAT/ACT Participation	100.0%	Q1
Average SAT Score: Reading and Writing	462	Q3
Average ACT Score: ELA	20.7	Q1
Advanced/Dual-Credit Completion: ELA/Reading (9 12)	6.8%	Q4

Distinction Campus Outcome: 4 of 10 eligible indicators in Q1 (Top Quartile)

4 of 10 = 40%

Distinction Target: High School = 33% or higher

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Mathematics
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	94.1%Q2	
Accelerated Student Progress in Mathematics	33.0%Q1	
Grade 3 Mathematics Performance (Masters Grade Level)		
Grade 4 Mathematics Performance (Masters Grade Level)		
Grade 5 Mathematics Performance (Masters Grade Level)		
Grade 6 Mathematics Performance (Masters Grade Level)		
Grade 7 Mathematics Performance (Masters Grade Level)		
Grade 8 Mathematics Performance (Masters Grade Level)		
Algebra I by Grade 8 - Participation		
Algebra I Performance (Masters Grade Level)27.0%Q1		
AP/IB Examination Participation: Mathematics	3.2%Q3	
AP/IB Examination Results (Examinees >= Criterion): Mathematics	13.3%Q2	
SAT/ACT Participation	100.0%Q1	
Average SAT Score: Mathematics	453Q4	
Average ACT Score: Mathematics	19.4Q1	
Advanced/Dual-Credit Completion: Mathematics (9–12)	**9.5%Q4**	
Total Indicators for Mathematics		4 of 9

Distinction CampusOutcome:4of9eligibleindicatorsinQ1(TopQuartile)

4 of9=44%

Distinction **Target:HighSchool=33%orhigher**

DISTINCTION EARNED

Blankvaluesforanindicatorscoreoccuriftheindicatorisnotapplicabletothatcampusordoesnot meet theminimumsizeof10students.

Blank valuesforaquartileoccurifthereare fewerthan20campusesinthecampuscomparisongroup with dataforeachqualifyingindicator.

The attendancerateindicatorisnotsubjectspecific;therefore,itappliestoELA/reading, mathematics, science,andsocialstudies.Consequently,thisindicatorcannotbethesole measure

Attendance Rate	94.1%	Q2
Grade 5 Science Performance (Masters Grade Level)		
Grade 8 Science Performance (Masters Grade Level)		
EOC Biology Performance (Masters Grade Level)	12.0%	Q2
AP/IB Examination Participation: Science	9.2%	Q2
AP/IB Examination Results (Examinees >= Criterion): Science	14.0%	Q2
Average ACT Score: Science	18.4	Q3
Advanced/Dual-Credit Completion: Science (9 12)	21.6%	Q2

Distinction Campus Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)

0 of 6 = 0%

Distinction Target: High School = 33% or higher

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2019 Distinction Designation Summary
Academic Achievement in Social Studies
CASTLEBERRY H S (220917001) - CASTLEBERRY ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	94.1%Q2	
Grade 8 Social Studies Performance (Masters Grade Level)		
EOC U.S. History Performance (Masters Grade Level)40.0%Q1		
AP/IB Examination Participation: Social Studies	18.9%Q1	
AP/IB Examination Results (Examinees >= Criterion): Social Studies	6.8%Q3	
Advanced/Dual-Credit Completion: Social Studies (9–12)	**20.0%Q2**	
Total Indicators for Social Studies		2 of 5

Distinction CampusOutcome:2of5eligibleindicatorsinQ1(TopQuartile)

2 of5=40%

Distinction **Target:HighSchool=33%orhigher**

DISTINCTION EARNED

Blankvaluesforanindicatorscoreoccuriftheindicatorisnotapplicabletothatcampusordoesnot meet theminimumsizeof10students.

Blank valuesforaquartileoccuriftherearefewerthan20campusesinthecampuscomparisongroup with dataforeachqualifyingindicator.

The attendancerateindicatorisnotsubjectspecific;therefore,itappliestoELA/reading, mathematics, science,andsocialstudies.Consequently,thisindicatorcannotbethesole measure

1 PITTSBURG H S (032902002)	PITTSBURG ISD	89
2 KIPP HOUSTON H S (227820013)	KIPP TEXAS PUBLIC SCHOOLS	88
3 LA FERIA H S (031905001)	LA FERIA ISD	86
4 BLANSON CTE H S (101902014)	ALDINE ISD	84
5 LYFORD H S (245902001)	LYFORD CISD	84
6 MOUNTAIN VIEW H S (071901002)	CLINT ISD	84
7 CLINT H S (071901001)	CLINT ISD	83
8 ANDRESS H S (071902001)	EL PASO ISD	82
9 LULING H S (028903001)	LULING ISD	82
10 VENUS H S (126908001)	VENUS ISD	82
11 A C JONES H S (013901001)	BEEVILLE ISD	81
12 FERRIS H S (070905002)	FERRIS ISD	80
13 WILLOWRIDGE H S (079907002)	FORT BEND ISD	80
14 ZAPATA H S (253901001)	ZAPATA COUNTY ISD	80
15 DAVID W CARTER H S (057905023)	DALLAS ISD	79
16 KIPP NORTHEAST COLLEGE PREPARATORY (227820015)	KIPP TEXAS PUBLIC SCHOOLS	79
17 NAVASOTA H S (093904002)	NAVASOTA ISD	79
18 MCCOLLUM H S (015904002)	HARLANDALE ISD	78
19 CARVER H S FOR APPLIED TECH/ENGINE (101902002)	ALDINE ISD	75
20 IRVIN H S (071902008)	EL PASO ISD	75
21 THURGOOD MARSHALL H S (079907012)	FORT BEND ISD	75
22 SOMERSET H S (015909001)	SOMERSET ISD	73
23 SOUTHWEST H S (220905014)	FORT WORTH ISD	73
24 WESTERN HILLS H S (220905015)	FORT WORTH ISD	73
25 UPLIFT SUMMIT INTERNATIONAL H S (057803009)	UPLIFT EDUCATION	72
26 HIRSCHI H S (243905001)	WICHITA FALLS ISD	70
27 WILMER-HUTCHINS H S (057905380)	DALLAS ISD	70
28 BURBANK H S (015907002)	SAN ANTONIO ISD	69
29 LAKE WORTH H S (220910001)	LAKE WORTH ISD	69
30 TERRELL H S (129906002)	TERRELL ISD	69
31 MARSHALL H S (102902001)	MARSHALL ISD	68
32 CENTER H S (210901001)	CENTER ISD	66
33 JAMES EARL RUDDER H S (021902002)	BRYAN ISD	66
34 BRAZOSPORT H S (020905001)	BRAZOSPORT ISD	65
35 GAINESVILLE H S (049901001)	GAINESVILLE ISD	63
36 BAY CITY H S (158901001)	BAY CITY ISD	59
37 HEMPSTEAD H S (237902001)	HEMPSTEAD ISD	58
38 JASPER H S (121904001)	JASPER ISD	58
39 LYTLE H S (007904001)	LYTLE ISD	57
40 PORT ISABEL H S (031909001)	POINT ISABEL ISD	55

Top 25 Percent: Comparative Academic Growth Target = Academic Growth Scaled Score of 82

Blank values for an Academic Growth Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Academic Growth Scaled Scores are identical, the campuses are listed alphabetically by campus name.

1 PITTSBURG H S (032902002)	PITTSBURG ISD	88
2 BLANSON CTE H S (101902014)	ALDINE ISD	86
3 LYFORD H S (245902001)	LYFORD CISD	85
4 KIPP HOUSTON H S (227820013)	KIPP TEXAS PUBLIC SCHOOLS	83
5 CLINT H S (071901001)	CLINT ISD	81
6 LA FERIA H S (031905001)	LA FERIA ISD	79
7 UPLIFT SUMMIT INTERNATIONAL H S (057803009)	UPLIFT EDUCATION	79
8 VENUS H S (126908001)	VENUS ISD	79
[redacted]	[redacted]	[redacted]
9 MOUNTAIN VIEW H S (071901002)	CLINT ISD	77
10 CARVER H S FOR APPLIED TECH/ENGINE (101902002)	ALDINE ISD	76
11 MCCOLLUM H S (015904002)	HARLANDALE ISD	76
12 ZAPATA H S (253901001)	ZAPATA COUNTY ISD	76
13 A C JONES H S (013901001)	BEEVILLE ISD	75
14 CENTER H S (210901001)	CENTER ISD	75
15 HIRSCHI H S (243905001)	WICHITA FALLS ISD	75
16 ANDRESS H S (071902001)	EL PASO ISD	74
17 KIPP NORTHEAST COLLEGE PREPARATORY (227820015)	KIPP TEXAS PUBLIC SCHOOLS	74
18 LULING H S (028903001)	LULING ISD	74
19 WESTERN HILLS H S (220905015)	FORT WORTH ISD	74
20 DAVID W CARTER H S (057905023)	DALLAS ISD	73
21 FERRIS H S (070905002)	FERRIS ISD	73
22 NAVASOTA H S (093904002)	NAVASOTA ISD	73
23 PORT ISABEL H S (031909001)	POINT ISABEL ISD	73
24 BAY CITY H S (158901001)	BAY CITY ISD	72
25 JASPER H S (121904001)	JASPER ISD	72
26 SOMERSET H S (015909001)	SOMERSET ISD	72
27 SOUTHWEST H S (220905014)	FORT WORTH ISD	72
28 HEMPSTEAD H S (237902001)	HEMPSTEAD ISD	71
29 IRVIN H S (071902008)	EL PASO ISD	71
30 TERRELL H S (129906002)	TERRELL ISD	71
31 WILMER-HUTCHINS H S (057905380)	DALLAS ISD	71
32 BRAZOSPORT H S (020905001)	BRAZOSPORT ISD	70
33 BURBANK H S (015907002)	SAN ANTONIO ISD	70
34 JAMES EARL RUDDER H S (021902002)	BRYAN ISD	70
35 LYTLE H S (007904001)	LYTLE ISD	70
36 GAINESVILLE H S (049901001)	GAINESVILLE ISD	68
37 MARSHALL H S (102902001)	MARSHALL ISD	68
38 LAKE WORTH H S (220910001)	LAKE WORTH ISD	67
39 WILLOWRIDGE H S (079907002)	FORT BEND ISD	65
40 THURGOOD MARSHALL H S (079907012)	FORT BEND ISD	63

Top 25 Percent: Comparative Closing the Gaps Target = Closing the Gaps Scaled Score of 76

[redacted]

Blank values for a Closing the Gaps Scaled Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Closing the Gaps Scaled Scores are identical, the campuses are listed alphabetically by campus name.

Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	49.0%	Q1
Pct of Grade 3 8 Results at Meets Grade Level or Above in Both Reading and Mathematics		
Four-Year Longitudinal Graduation Rate	92.7%	Q2
Four-Year Longitudinal Graduation Plan Rate	93.1%	Q2
TSI Criteria Graduates	26.2%	Q2
College, Career, and Military Ready Graduates	62.0%	Q2
SAT/ACT Participation	100.0%	Q1
AP/IB Examination Participation: Any Subject	28.0%	Q1
CTE Coherent Sequence Graduates	77.2%	Q2

Evaluation of campus outcomes: 3 of 8 eligible indicators in Q1 (Top Quartile)

3 of 8 = 38%

Distinction Target: High School = 33% or higher

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

Attendance Rate	155,342.0	165,022.0	94.1	94.9	Q2
Accelerated Student Progress in ELA/Reading	3	238	1	2	Q2
Accelerated Student Progress in Mathematics	65	198		30	
Grade 3 Reading Performance (Masters Grade Level)					
Grade 3 Mathematics Performance (Masters Grade Level)					
Grade 4 Reading Performance (Masters Grade Level)					
Grade 4 Mathematics Performance (Masters Grade Level)					
Grade 4 Writing Performance (Masters Grade Level)					
Grade 5 Reading Performance (Masters Grade Level)					
Grade 5 Mathematics Performance (Masters Grade Level)					
Grade 5 Science Performance (Masters Grade Level)					
Grade 6 Reading Performance (Masters Grade Level)					
Grade 6 Mathematics Performance (Masters Grade Level)					
Grade 7 Reading Performance (Masters Grade Level)					
Grade 7 Mathematics Performance (Masters Grade Level)					
Grade 7 Writing Performance (Masters Grade Level)					
Grade 8 Reading Performance (Masters Grade Level)					
Grade 8 Mathematics Performance (Masters Grade Level)					
Grade 8 Science Performance (Masters Grade Level)					
Grade 8 Social Studies Performance (Masters Grade Level)					
Algebra I by Grade 8 - Participation					
Algebra I Performance (Masters Grade Level)	66	244		24.0	
English I Performance (Masters Grade Level)	25	380		5.0	
English II Performance (Masters Grade Level)	14	313		4.0	
EOC Biology Performance (Masters Grade Level)	37	304	12	16.0	Q2
EOC U.S. History Performance (Masters Grade Level)	83	205		36.5	
AP/IB Examination Participation: ELA	50	465	10.8	14.1	Q2
AP/IB Examination Participation: Mathematics	15	465	3.2	5.3	Q3
AP/IB Examination Participation: Science	43	465	9.2	11.0	Q2
AP/IB Examination Participation: Social Studies	88	465		12.4	
AP/IB Examination Participation: Any Subject	130	465		24.3	
AP/IB Examination Results (Examinees >= Criterion): ELA	1	50	2.0	23.3	Q4
AP/IB Examination Results (Examinees >= Criterion): Mathematics	2	15	13.3	25.0	Q2
AP/IB Examination Results (Examinees >= Criterion): Science	6	43	14.0	17.4	Q2
AP/IB Examination Results (Examinees >= Criterion): Social Studies	6	88	6.8	17.8	Q3
SAT/ACT Participation	240	206		100	
Average SAT Score: Reading and Writing	n/a	240	462	509	Q3
Average SAT Score: Mathematics	n/a	240	453	492	Q4
Average ACT Score: ELA	n/a	10		18.9	
Average ACT Score: Mathematics	n/a	10		19.2	
Average ACT Score: Science	n/a	10	18.4	20.1	Q3
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	714	1,446		47.5	
Pct of Grade 3 8 Results at Meets Grade Level or Above in Both Reading and Mathematics					
Four-Year Longitudinal Graduation Rate	204	220	92.7	95.7	Q2
Four-Year Longitudinal Graduation Plan Rate	188	202	93.1	95.1	Q2
TSI Criteria Graduates	54	206	26.2	33.3	Q2
College, Career, and Military Ready Graduates	129	206	62.0	67.0	Q2
Advanced/Dual-Credit Completion: ELA/Reading (9 12)	58	858	6.8	16.2	Q4
Advanced/Dual-Credit Completion: Mathematics (9 12)	85	899	9.5	21.9	Q4
Advanced/Dual-Credit Completion: Science (9 12)	199	922	21.6	23.8	Q2
Advanced/Dual-Credit Completion: Social Studies (9 12)	146	729	20.0	20.2	Q2
CTE Coherent Sequence Graduates	159	206	77.2	85.1	Q2

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.