

Castleberry Independent School District

District Improvement Plan

2026-2027 Goals/Performance Objectives/Strategies



Mission Statement

Castleberry Independent School District is inspiring and empowering all students to be innovative thinkers in the global community.

Vision

INSPIRE · EMPOWER · INNOVATE

Value Statement

Our Beliefs

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

Table of Contents

Goals 4

Goal 1: Transform Teaching and Learning: Student Achievement, Teacher Growth, Instructional Pedagogy 4

Goal 2: Advance Early Literacy, Early Numeracy, and College, Career, and Military Readiness: House Bill 3 Board Goals 59

Goal 3: Enhance Trust and Confidence in the District through Effective Communication and Engagement 69

Goal 4: Implement Effective and Efficient Operations 82

Goals

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

Performance Objective 1: The percentage of 4th Grade students that score "Meets" on STAAR Reading will increase from 49% to 52% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Reading Language Arts Coordinator will collaborate with campus leadership to establish and communicate instructional practices for Bluebonnet with 4th grade reading teachers, ensuring shared understanding of expected instructional routines. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Intermediate Reading Language Arts Coordinator Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Elementary Reading Language Arts Coordinator will conduct monthly campus walkthroughs in 4th grade classrooms to monitor the implementation of the Bluebonnet HQIM for depth and breadth and to build campus leaders' capacity to identify strong and developing instructional practices. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Intermediate Reading Language Arts Coordinator Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The Elementary Reading Language Arts Coordinator will use trends identified through walkthrough data to design and deliver targeted professional development for campus leaders and 4th grade teachers, addressing the highest-need areas in Bluebonnet instructional practices. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Intermediate Reading Language Arts Coordinator, Campus Academic Leaders, Teachers Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. Root Cause: Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

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

Performance Objective 2: The percentage of 5th Grade students that score "Meets" on STAAR Reading will increase from 56% to 57% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Reading Language Arts Coordinator will collaborate with campus leadership to establish and communicate instructional practices for Bluebonnet with 4th grade reading teachers, ensuring shared understanding of expected instructional routines. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Intermediate Reading Language Arts Coordinator Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Elementary Reading Language Arts Coordinator will conduct monthly campus walkthroughs in 5th grade classrooms to monitor the implementation of the Bluebonnet HQIM for depth and breadth and to build campus leaders' capacity to identify strong and developing instructional practices. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Intermediate Reading Language Arts Coordinator Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Elementary Reading Language Arts Coordinator will use trends identified through walkthrough data to design and deliver targeted professional development for campus leaders and 4th grade teachers, addressing the highest-need areas in Bluebonnet instructional practices. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Intermediate Reading Language Arts Coordinator, Campus Academic Leaders, Teachers Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. **Root Cause:** Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

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

Performance Objective 3: The percentage of 6th Grade students that score "Meets" on STAAR Reading will increase from 50% to 55% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with the 6th grade reading teachers as they plan explicit reading comprehension strategies, including modeled think-alouds and shared writing experiences. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with 6th grade reading teachers as they plan how to model fluent reading strategies. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. Root Cause: Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

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

Performance Objective 4: The percentage of 7th Grade students that score "Meets" on STAAR Reading will increase from 55% to 56% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with 7th grade reading teachers as they internalize lessons with a focus on efficient pacing of lessons. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with 7th grade reading teachers as they plan for explicit modeling of finding relevant text evidence and explaining how the evidence supports their thesis. 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, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. Root Cause: Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

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

Performance Objective 5: The percentage of 8th Grade students that score "Meets" on STAAR Reading will increase from 50% to 54% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with 8th grade reading teachers in increasing the relevancy of lessons. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with 8th grade reading teachers as they plan for formative assessment through purposeful student discourse. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. Root Cause: Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

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

Performance Objective 6: The percentage of High School students that score "Meets" on STAAR EOC English 1 will increase from 50% to 53% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with the Campus Academic Leader and Campus Principal to ensure English I teachers complete weekly internalization of lessons using the provided lesson internalization documents. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Campus Academic Leader Results Driven Accountability Problem Statements: Student Learning 3, 22	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Reading Language Arts Coordinator, Campus Instructional Leader, Campus Principal, and Instructional Coach will conduct learning walks of all English I classrooms at least once per nine weeks to monitor the fidelity of implementation of the curriculum and instructional strategies. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach, Campus Academic Leader Results Driven Accountability Problem Statements: Student Learning 3, 22	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. Root Cause: Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

Student Learning

Problem Statement 22: Despite a year-over-year reduction in overall EOC re-testers in 2026, English I and English II continue to account for the largest proportion of re-tester across the district **Root Cause:** Continued use of daily RLA acceleration courses within the master schedule is needed to ensure English I and II re-testers receive persistent and explicit, TEKS-aligned skill remediation during the school day.

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

Performance Objective 7: The percentage of High School students that score "Meets" on STAAR EOC English 2 will increase from 50% to 54% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Through PLCs, the Secondary Reading Language Arts Coordinator and Instructional Coach will collaborate with the Campus Academic Leader and Campus Principal to ensure English II teachers complete weekly internalization of lessons using the provided lesson internalization documents. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Principal, Campus Academic Leader Results Driven Accountability Problem Statements: Student Learning 3, 22 Funding Sources: Human Resources - 199 - General Fund - 6100 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Reading Language Arts Coordinator, Campus Instructional Leader, Campus Principal, and Instructional Coach will conduct learning walks in all English 2 classrooms at least once per nine weeks to monitor the fidelity of implementation of the curriculum and instructional strategies. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Principal, Instructional Coach, Campus Academic Leader Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Student Learning

Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. **Root Cause:** Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

Problem Statement 22: Despite a year-over-year reduction in overall EOC re-testers in 2026, English I and English II continue to account for the largest proportion of re-tester across the district **Root Cause:** Continued use of daily RLA acceleration courses within the master schedule is needed to ensure English I and II re-testers receive persistent and explicit, TEKS-aligned skill remediation during the school day.

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

Performance Objective 8: The percentage of 4th Grade students that score "Meets" on STAAR Math will increase from 43% to 45% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Math Coordinator will continue to partner with campus staff to review 4th grade STAAR progress indicators from common formative assessments and benchmarks during progress monitoring. This collaboration will help inform and guide the development of 4th grade math campus action plans. Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Elementary Math Coordinator, Campus Academic Leaders, Teachers Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Elementary Math Coordinator will assist 4th grade teachers in the expansion of the use of manipulatives and structured math talk in daily Bluebonnet learning experiences to deepen students' understanding of numeracy and to support connections across concepts in multiple ways. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Elementary Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 9: The percentage of 5th Grade students that score "Meets" on STAAR Math will increase from 43% to 47% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Math Coordinator will continue to partner with campus staff to review 5th grade STAAR progress indicators from common formative assessments and benchmarks during progress monitoring. This collaboration will help inform and guide the development of 5th grade math campus action plans. Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Elementary Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Elementary Math Coordinator will assist 5th grade teachers in the expansion of the use of manipulatives and structured math talk in daily Bluebonnet learning experiences to deepen students' understanding of numeracy and to support connections across concepts in multiple ways. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Elementary Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 10: The percentage of 6th Grade students that score "Meets" on STAAR Math will increase from 27% to 34% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Math Coordinator will incorporate structured numeracy activities in 6th grade math guiding documents to build student background knowledge. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Math Coordinator and Assistant Math Coordinator will build teacher capacity to facilitate rigorous mathematical problem-solving experiences that promote student ownership of mathematical thinking through professional learning, instructional coaching, and collaborative planning. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 11: The percentage of Middle School students that score "Meets" on 8th Grade STAAR Math will increase from 44% to 47% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Math Coordinator and Math Instructional Coach will incorporate explicit training around utilizing the DESMOS calculator to support STAAR success in 8th grade math. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 8th grade guiding documents will continue to be refined to support the transition in middle school math that allows all students the opportunity to take Algebra 1 prior to high school. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Secondary Math Coordinator and Assistant Math Coordinator will build teacher capacity to facilitate rigorous mathematical problem-solving experiences that promote student ownership of mathematical thinking through professional learning, instructional coaching, and collaborative planning. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Opportunities for Students to Earn College Credit Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 11 Problem Statements:

Student Learning

Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. **Root Cause:** Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 12: The percentage of Middle School students that score "Meets" on STAAR EOC Algebra 1 will meet a baseline goal of 70% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Math Coordinator and Assistant Math Coordinator will incorporate explicit training around utilizing the DESMOS calculator to support STAAR success in Middle School Algebra 1. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Math Coordinator and Assistant Math Coordinator will build teacher capacity to facilitate rigorous mathematical problem-solving experiences that promote student ownership of mathematical thinking through professional learning, instructional coaching, and collaborative planning. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Math Coordinator, Assistant Math Coordinator Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 12 Problem Statements:

Student Learning
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 13: The percentage of High School students that score "Meets" on STAAR EOC Algebra 1 will increase from 34% to 40% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Math Coordinator and Assistant Coordinator will incorporate explicit training around utilizing the DESMOS calculator to support STAAR success in Algebra 1. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Math Coordinator, Assistant Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Math Coordinator and Assistant Math Coordinator will build teacher capacity to facilitate rigorous mathematical problem-solving experiences that promote student ownership of mathematical thinking through professional learning, instructional coaching, and collaborative planning. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Math Coordinator, Assistant Math Coordinator Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 13 Problem Statements:

Student Learning
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 14: The percentage of all students that score "Meets" on STAAR EOC Algebra 1 will increase from 49% to 51% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Math Coordinator and Assistant Math Coordinator will incorporate 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: Secondary Math Coordinator, Assistant Math Coordinator Results Driven Accountability Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary Math Coordinator and Assistant Math Coordinator will build teacher capacity to facilitate rigorous mathematical problem-solving experiences that promote student ownership of mathematical thinking through professional learning, instructional coaching, and collaborative planning. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Achievement Staff Responsible for Monitoring: Secondary Math Coordinator, Assistant Math Coordinator Problem Statements: Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 14 Problem Statements:

Student Learning
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

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

Performance Objective 15: The percentage of 5th Grade students that score "Meets" on STAAR Science will increase from 26% to 30% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Science Coordinator will implement and support the utilization of methods for analyzing and interpreting science problems such as RUBIES and TAP. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Elementary Science Coordinator, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During PLCs and Professional Learning days, the Elementary Science Coordinator will support teachers in the fidelity of curriculum implementation, provide guidance in increasing rigorous instruction, and support practices in the 5E Model (engage, explore, explain, elaborate, and evaluate), and hands-on learning experiences. Strategy's Expected Result/Impact: Effective Implementation of Science TEKS, Increased Student Achievement Staff Responsible for Monitoring: Elementary Science Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Elementary Science Coordinator will adapt units and assessments to align to the changes in the assessed curriculum for 2026-2027. Strategy's Expected Result/Impact: Effective Implementation of Science TEKS, Improved Student Achievement Staff Responsible for Monitoring: Science Content Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 15 Problem Statements:

Student Learning

Problem Statement 6: On the 2026 STAAR Science assessments, 42% of district students achieved the Meets Grade Level standard, performing 12 percentage points below the state average of 54%. **Root Cause:** There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry- based tasks that mirror the rigor of STAAR.

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

Performance Objective 16: The percentage of 8th Grade students that score "Meets" on STAAR Science will increase from 34% to 44% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Science Coordinator will incorporate weekly interleaving and retrieval activities in the 8th grade science guiding documents that include brain dumps, concept mapping, modeling, and peer explanations. Strategy's Expected Result/Impact: Increased Student Performance Staff Responsible for Monitoring: Secondary Science Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During PLCs and professional learning days, the Secondary Science Coordinator will guide 8th Grade Teachers in creating short instructional cycles based on formative data that include student reflection on progress and goal setting. Strategy's Expected Result/Impact: Increased Student Performance Staff Responsible for Monitoring: Secondary Science Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will consistently model and reinforce the use of a consistent test-taking strategy (SMART) and procedures with students during all practice activities and formal assessments in grades 6th-8th. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Science Coordinator, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 8th grade science teachers will explicitly teach, model, and provide practice in using the district-created short constructed response (SCR) strategy. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Science Coordinator, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 16 Problem Statements:

Student Learning

Problem Statement 6: On the 2026 STAAR Science assessments, 42% of district students achieved the Meets Grade Level standard, performing 12 percentage points below the state average of 54%. **Root Cause:** There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based tasks that mirror the rigor of STAAR.

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

Performance Objective 17: The percentage of Middle School students that score "Meets" on STAAR EOC Biology will be maintained at 100% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Science Coordinator will increase the use of the Claim, Evidence, Reasoning (CER) framework in the Middle School Biology guiding documents, including data and diagrams, for each concept to develop deep understanding and application. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Science Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: During PLCs and Professional Learning days, the Secondary Science Coordinator will guide Middle School Biology Teachers in creating short instructional cycles based on formative data that include student reflection on progress and goal setting. Strategy's Expected Result/Impact: Effective implementation Science TEKS, Improved Student Performance Staff Responsible for Monitoring: Secondary Science Content Coordinators, Campus Academic Leaders, Instructional Coaches, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Secondary Science Coordinator will incorporate weekly interleaving and retrieval activities in the 8th grade biology guiding documents that include brain dumps, concept mapping, modeling, and peer explanations. Strategy's Expected Result/Impact: Increased Student Performance Staff Responsible for Monitoring: Secondary Science Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 17 Problem Statements:

Student Learning

Problem Statement 6: On the 2026 STAAR Science assessments, 42% of district students achieved the Meets Grade Level standard, performing 12 percentage points below the state average of 54%. **Root Cause:** There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry- based tasks that mirror the rigor of STAAR.

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

Performance Objective 18: The percentage of High School students that score "Meets" on STAAR EOC Biology will increase from 54% to 61% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary Science Coordinator will incorporate weekly interleaving and retrieval activities in the high school biology guiding documents that include brain dumps, concept mapping, modeling, and peer explanations. Strategy's Expected Result/Impact: Improved Student Performance Staff Responsible for Monitoring: Science Content Coordinator, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: High school biology teachers will consistently model and reinforce the use of a consistent test-taking strategy (SMART) and procedures with students during all practice activities and formal assessments. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Science Coordinator Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: High school biology teachers will explicitly teach, model, and provide practice in using the district-created short constructed response (SCR) strategy. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Secondary Science Coordinator, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 18 Problem Statements:

Student Learning

Problem Statement 6: On the 2026 STAAR Science assessments, 42% of district students achieved the Meets Grade Level standard, performing 12 percentage points below the state average of 54%. **Root Cause:** There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry- based tasks that mirror the rigor of STAAR.

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

Performance Objective 19: The percentage of all students that score "Meets" on STAAR EOC Biology will increase from 58% in June of 2026 to 64% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Secondary 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. Strategy's Expected Result/Impact: Increased Student Performance Staff Responsible for Monitoring: Science Content Coordinator, Teachers Problem Statements: Student Learning 6	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 19 Problem Statements:

Student Learning
Problem Statement 6: On the 2026 STAAR Science assessments, 42% of district students achieved the Meets Grade Level standard, performing 12 percentage points below the state average of 54%. Root Cause: There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry- based tasks that mirror the rigor of STAAR.

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

Performance Objective 20: The percentage of 8th Grade students that score "Meets" on STAAR Social Studies will increase from 19% to 26% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Social Studies Coordinator and teachers will continue to implement strong vertical alignment in grades 6th-8th by utilizing PLCs and professional learning days to build background knowledge and support for teachers with 8th grade content. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Social Studies Coordinator, Teachers Problem Statements: Student Learning 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Social Studies Coordinator will ensure there is protected time in the master schedule for Social Studies to build background knowledge that will better support foundational skills necessary for success on the 8th grade STAAR. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Social Studies Coordinator, Campus Academic Leaders, Teachers Problem Statements: Student Learning 7	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Social Studies Coordinator will support K-8th grade teachers through PLCs and professional learning days with the implementation of updated curriculum documents, new curriculum resources, and pacing changes. Strategy's Expected Result/Impact: Increased Teacher Capacity, Increased Student Achievement Staff Responsible for Monitoring: Social Studies Coordinator, Principals, Campus Academic Leaders Problem Statements: Student Learning 7	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 20 Problem Statements:

Student Learning

Problem Statement 7: On the 2026 STAAR Social Studies assessments, 39% of district students achieved the Meets Grade Level standard, performing 13 percentage points below the state average of 52%. **Root Cause:** To consistently match the evidence-based analysis demands of STAAR TEKS, Social Studies instruction requires more deeply aligned district resources alongside structured support for daily classroom application.

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

Performance Objective 21: The percentage of High School students that score "Meets" on STAAR EOC U.S. History will increase from 53% to 61% by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Social Studies Coordinator will monitor OnRamps student progress using short assessments with STAAR released questions. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Learning 27	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Social Studies Coordinator will use STAAR released items for 11th grade common formative assessments to better align to STAAR. Strategy's Expected Result/Impact: Improved Student Performance Staff Responsible for Monitoring: Social Studies Coordinator Problem Statements: Student Learning 27	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 21 Problem Statements:

Student Learning
Problem Statement 27: On the 2026 STAAR EOC U.S. History assessment, 53% of district students achieved the Meets Grade Level standard, performing 17 percentage points below the state average of 70%. Root Cause: Instructional support systems for Social Studies were not designed to serve students performing below grade level.

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

Performance Objective 22: The number of zeros for Extended Constructed Responses will decrease by 10% in all Reading and English Language Arts STAAR assessed areas by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Reading Language Arts Coordinator will increase professional learning and support for campuses on implementation of the district wide writing process and on the use of AI tools such as MagicSchool AI for providing feedback on student writing. Strategy's Expected Result/Impact: Effective Teacher use of District Writing Process, Increased use of AI tools, Improved Student Writing Performance Staff Responsible for Monitoring: Reading Language Arts Coordinator, Campus Academic Leaders Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Secondary RLA Coordinator and Instructional Coaches will provide ongoing professional learning through PLCs/Professional Learning Days as well as resources to support research-based writing strategies for student comprehension, enhance critical thinking, strengthen writing skills, incorporate the use of AI for feedback, and grow students' overall literacy development. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Achievement, Improved Student Writing Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator, Instructional Coach Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Secondary Reading Language Arts Coordinator will embed pacing for prompt analysis and planning within guiding documents to ensure consistent implementation across grades 6th-12th. Strategy's Expected Result/Impact: Decreased Number of Zeros on Extended Constructed Responses Staff Responsible for Monitoring: Reading Language Arts Coordinators, Instructional Coach Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The Secondary RLA Coordinator will embed the administration of cold-read ECRs in the guiding documents as a measure of independent student writing growth in grades 6th-10th. Strategy's Expected Result/Impact: Decreased Number of Zeros on Extended Constructed Responses Staff Responsible for Monitoring: Reading Language Arts Coordinators Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Reading Language Arts Coordinators and/or Instructional Coaches will provide coaching support to assist teachers with addressing significant student performance gaps, including side-by-side coaching, modeling, and collaborative planning to improve student outcomes in grades 3rd-10th. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Performance Staff Responsible for Monitoring: Language Arts Coordinators, Instructional Coaches Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Through PLCs, the Secondary Reading Language Arts Coordinator or Instructional Coach will facilitate grade-level calibration sessions for teachers to collaboratively score student writing, analyze trends, and engage in embedded Professional Learning on scaffolding writing instruction. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved Student Performance Staff Responsible for Monitoring: Secondary Reading Language Arts Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Through PLCs and in collaboration with Campus Academic Leaders, the Secondary Reading Language Arts Coordinator will facilitate a double-blind ECR scoring session before each benchmark designed to ensure consistency and reliability in teacher scoring practices. This professional learning experience will also support the identification of instructional trends and the refinement of writing instruction. Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Secondary Language Arts Coordinator, Campus Academic Leaders Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: The Secondary Reading Language Arts Coordinator will refine the use of MagicSchool AI for student feedback and as a second scorer for teachers. Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Secondary Language Arts Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: The Elementary Language Arts Coordinator will monitor the implementation for constructed response instruction that is embedded within the newly purchased HQIM (Bluebonnet) with classroom walkthroughs. Strategy's Expected Result/Impact: Improved teacher instruction Improved Student Achievement Staff Responsible for Monitoring: Elementary Language Arts Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: The Elementary RLA Curriculum Coordinator will develop a district-wide writing calibration protocol, delivered in partnership with Campus Academic Leaders, in which teachers discuss scoring discrepancies, and reach consensus to ensuring accurate, consistent scoring and strengthening teacher understanding of rubric expectations. Strategy's Expected Result/Impact: Improved teacher instruction Improved Student Achievement Staff Responsible for Monitoring: Elementary Language Arts Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: The Elementary RLA Curriculum Coordinator will partner with Campus Academic Leaders to monitor that teachers embed text-evidence practice as a daily routine within the HQIM-aligned RLA block, building students' habit of grounding every response in evidence from the text. Strategy's Expected Result/Impact: Improved teacher instruction Improved Student Achievement Staff Responsible for Monitoring: Elementary Language Arts Coordinator Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 22 Problem Statements:

Student Learning

Problem Statement 1: There were many 0s on the 3rd grade STAAR Extended Constructed Response (ECR). **Root Cause:** Students are not leaving 2nd grade with the ability to write a paragraph that includes a thesis statement and supporting evidence. Mastering the mechanics of writing in primary grades will free up students to concentrate on the development and organization of ideas.

Problem Statement 2: On the reading STAAR, there continues to be too many students receiving a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.

Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. **Root Cause:** Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

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

Performance Objective 23: The overall number of EOC re-testers will decrease in all areas by at least 25% after each EOC re-testing opportunity (Fall, Spring, Summer).

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, NWEA MAP Growth Assessment, STAAR

Strategy 1 Details	Reviews			
Strategy 1: The high school PLC teams will 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: Decrease in the Number of Retesters Staff Responsible for Monitoring: Executive Director of Special Programs, Academic Dean, High School Teachers Problem Statements: Student Learning 2, 22	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	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 at least bi-weekly: "What do we do when they do not learn it?", which should include re-tester intervention planning. Strategy's Expected Result/Impact: Decrease in the Number of Retesters Staff Responsible for Monitoring: Executive Director of Educational Leadership, High School Principal, Campus Academic Leader Problem Statements: Student Learning 2, 12, 22	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	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 for all EOC tested areas by October 1, 2026. Strategy's Expected Result/Impact: Decrease in the Number of Retesters Staff Responsible for Monitoring: Executive Director of Special Programs, Academic Dean, High School Teachers Problem Statements: Student Learning 2, 3, 5, 12, 22	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Adjust summer learning calendars for English 1 and English 2 re-testers to ensure adequate time is dedicated to student preparation for the English 1 and English 2 STAAR Summer EOC test administrations. Strategy's Expected Result/Impact: Reduction in English 1 and English 2 retesters Staff Responsible for Monitoring: Executive Director of Educational Leadership, Campus Academic Leader, Campus Principal Problem Statements: Student Learning 22	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Through intentional planning, the high school summer school principal will collaborate with district instructional leaders to design effective summer learning practices. Retesters will be registered by May 1st based on benchmark data, with remaining students enrolled once STAAR scores arrive. Strategy's Expected Result/Impact: Increased retester participation in summer learning, increased student success on summer EOC assessments Staff Responsible for Monitoring: Executive Director of Educational Leadership, Campus Academic Leader, High School Principal, ACE Site Coordinator Problem Statements: Student Learning 26, 28	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 23 Problem Statements:

Student Learning
Problem Statement 2: On the reading STAAR, there continues to be too many students receiving a 0 out of 10 points on the extended constructed response (ECR). Root Cause: Teachers need professional learning in supporting struggling readers with fluency and comprehension through explicit, modeled think-alouds and reading strategies, as well as explicit modeling of prompt breakdown, planning, and drafting when writing ECRs.
Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. Root Cause: Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.
Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. Root Cause: Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.
Problem Statement 12: Special education students continue to show gaps in the area of reading language arts which continues to effect their performance in all STAAR areas. Root Cause: High numbers of students with disabilities being pulled into a resource setting where strategies being used may not align to Tier I practices in classrooms.

Student Learning

Problem Statement 22: Despite a year-over-year reduction in overall EOC re-testers in 2026, English I and English II continue to account for the largest proportion of re-tester across the district. **Root Cause:** Continued use of daily RLA acceleration courses within the master schedule is needed to ensure English I and II re-testers receive persistent and explicit, TEKS-aligned skill remediation during the school day.

Problem Statement 26: Campus ADSY and ACE programs need to increase enrollment and attendance of students who have not demonstrated mastery of the TEKS as measured by STAAR. **Root Cause:** There needs to be increased communication with parents ensuring they understand the importance of students attending ADSY and ACE to receive tutoring, intervention, and acceleration to be successful on STAAR.

Problem Statement 28: Only a small portion of retesters participated in the summer learning program and summer administration of STAAR EOC exams. **Root Cause:** Communication needs to be improved to ensure families understand that passing all EOC STAAR exams is a graduation requirement as well as early notification to ensure families save the summer learning dates on their calendar.

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

Performance Objective 24: The percentage of special education students approaching grade level in all subjects will increase by 3% in each subject and grade level by June 2027.

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, NWEA MAP Growth Assessment, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Through monthly MST PLCs, the Special Programs department will audit 25% of all IEP paperwork to prepare for the TEA cyclical review and address 100% of errors located through November. Strategy's Expected Result/Impact: Audit trackers & clean IEP paperwork Staff Responsible for Monitoring: Special Programs Executive Director, Special Education Coordinator, Campus Special Education Appraisers Problem Statements: District Processes & Programs 17	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through the effective training and tracking of specially designed instruction, the district will increase the number of Special Education students who successfully exit the program to 7% for the 2026-2027 school year. Strategy's Expected Result/Impact: Increased Number of Special Education Students who Exit Special Education Staff Responsible for Monitoring: Executive Director of Special Education, Principals, Campus Academic Leaders Results Driven Accountability Problem Statements: Student Learning 24	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: As seen through teacher coaching plans, Special Education co-teachers will receive the same level of support as General Education teachers from TLI regarding gaps in content knowledge for co-teach areas as well as in the resource setting. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Achievement Staff Responsible for Monitoring: Executive Director of Special Education, Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders Results Driven Accountability Problem Statements: Student Learning 14, 25	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 24 Problem Statements:

Student Learning

Problem Statement 14: RDA determinations show regression in 3-8 Reading and Algebra. **Root Cause:** SpEd progress needs to be monitored by placement type in 26-27, and adjustments made based on student success. High yield co-teaching practices and content knowledge of special education teachers has not been a campus focus.

Problem Statement 24: The percentage of Special Education students successfully exiting the program continues to be lower than 5%. **Root Cause:** STAAR success is the focus for most students instead of ensuring a true need for Specially Designed Instruction, self-advocacy skills, and the use of strategies to overcome the impact of a disability.

Problem Statement 25: Special education teachers continue to be left out of TLI content oversight and planning. **Root Cause:** There seems to be a misconception that special education teacher training lies solely with the Special Programs department, who are not responsible for content knowledge and/or planning

District Processes & Programs

Problem Statement 17: Errors have been identified when auditing IEP paperwork in preparation for the TEA cyclical review in 2025-2026. **Root Cause:** Human error has occurred demonstrating the need to tighten some procedures and protocols.

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

Performance Objective 25: Increase Academic Growth from 73% in June 2026 to 75% by June 2027.

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Student Artifacts, NWEA MAP Growth Assessment, STAAR, IXL, and AMIRA

Strategy 1 Details	Reviews			
Strategy 1: CISD will increase student enrollment and community partnerships in ADSY and ACE (21st Century Grant) programs to provide accelerated instruction, credit recovery, and enrichment opportunities afterschool, on Saturdays, and in the summer. Strategy's Expected Result/Impact: Increased Student Growth, Increase Credits Recovered, Decrease in Retesters Staff Responsible for Monitoring: Executive Director of Educational Leadership, ACE Program Manager, Principals, Campus Academic Leaders, ACE Site Coordinators Problem Statements: Student Learning 26 Funding Sources: Human Resources - 199 - General Fund - 6100 - \$440,000, Human Resources - 211 - Title I, Part A - 6100 - \$100,000, Supplies and Materials - 199 - General Fund - 6300 - \$20,000, Training - 199 - General Fund - 6200 - \$5,000, Human Resources - 21st Century Grant - 6100 - \$145,000, Supplies and Materials - 21st Century Grant - 6200 - \$110,000, Materials and Resources - 21st Century Grant - 6300 - \$246,000, Travel, transportation, family engagement - 21st Century Grant - 6400 - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strengthen PLCs by reviewing guiding documents with Content Coordinators, collaboratively breaking down the TEKS, aligning instruction to assessments, and implementing the Lesson Internalization Framework so 100% of educators effectively adapt and deliver standards-aligned lessons for consistent, high-quality instruction. Strategy's Expected Result/Impact: More effective PLCs, Increased Teacher Effectiveness, Increased Student Performance Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders Results Driven Accountability Problem Statements: Student Learning 3, 4, 5, 19	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teaching, Learning, and Innovation will continuously review and revise curriculum guiding documents as outlined in the curriculum audit and based on ongoing assessment data, student performance, and feedback by conducting collaborative discussions between colleagues, instructional staff, and educators to refine the alignment of the curriculum guiding documents with tested material. Strategy's Expected Result/Impact: Deep Alignment of Guiding Documents with Written and Tested Curriculum Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department Results Driven Accountability Problem Statements: Student Learning 3, 4, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The District will provide High Quality Instructional Materials and resources, and will improve professional learning for all content areas to support student performance and growth. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Principals, Campus Academic Leaders Problem Statements: Student Learning 19 Funding Sources: Instructional Materials and Curriculum - 410- IMA - 6300 - \$360,000, Human Resources - 255 - Title II, Part A TPTR - 6100 - \$150,000, Instructional Materials - 211 - Title I, Part A - 6300 - \$50,000, Instructional Materials - 263 - Title III, LEP - 6300 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Teachers and administrators will progress monitor by analyzing and monitoring STAAR, MAP data, Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, IXL data, and AMIRA data to drive instruction, action planning, and tiered intervention. Strategy's Expected Result/Impact: Improvement in Tier 1 Instruction and MTSS process Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Teachers Problem Statements: Student Learning 26 Funding Sources: IXL - 21st Century Grant - 6300 - \$30,000, IXL - 211 - Title I, Part A - 6300 - \$10,000, AMIRA, I-station, and Lectura - 496 Rainwater Technology Grant - 6300 - \$64,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Campuses will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection on their learning. Strategy's Expected Result/Impact: Increased Student Self Reflection, Efficacy, and Ownership of Learning Staff Responsible for Monitoring: Principals, Campus Academic Leaders Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: All elementary campuses will participate in the LIFT Grant in partnership with Region 11 to implement Bluebonnet High-Quality Instructional Materials through targeted teacher training, informal classroom and PLC observations using LIFT math, reading, and PLC observation tools, and coaching for district and campus leaders. Strategy's Expected Result/Impact: Effective Feedback to Teachers, Effective Implementation of Bluebonnet HQIM Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leaders, Instructional Coaches Results Driven Accountability Problem Statements: Student Learning 19 Funding Sources: Training - Instructional Leadership Grant - 6200 - \$34,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Implement the standardized Observation Feedback walkthrough form, ensuring its utilization by 100% of administrators to provide consistent and targeted feedback to teachers, resulting in improved instructional practices and student learning outcomes. Strategy's Expected Result/Impact: Improved Tier I Instruction, Increased Student Achievement Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals Problem Statements: District Processes & Programs 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: The District will strengthen instructional coaching and job-embedded professional learning opportunities on effective instructional strategies within Tier 1 instruction through the use of intentional coaching plans, PLC supports for lesson internalization, content/grade level specific Campus Academic Leaders at the elementary level, and observation and feedback through classroom and PLC observation tools. Strategy's Expected Result/Impact: Increased Student Engagement and Achievement Staff Responsible for Monitoring: Content Coordinators, Principals, Campus Academic Leaders, Instructional Coaches Problem Statements: District Processes & Programs 15	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: The district will develop and implement a comprehensive professional learning plan that effectively addresses the specific needs and goals identified by teachers and administration during data walks, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Increased Student Performance Staff Responsible for Monitoring: Director of Talent and Acquisition, GT Coordinators, Principals, Campus Academic Leaders Problem Statements: District Processes & Programs 20 Funding Sources: Professional Learning - 211 - Title I, Part A - 6200 - \$5,000, Bilingual Professional Learning - 263 - Title III, LEP - 6200 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Following the district T-TESS timeline, campuses will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional learning opportunities to improve teacher effectiveness based on identified areas of improvement. Strategy's Expected Result/Impact: Increased Teacher Effectiveness, Improved feedback from T-TESS Evaluators Staff Responsible for Monitoring: Executive Director of Educational Leadership, Principals, Assistant Principals Problem Statements: District Processes & Programs 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Gifted and Talented will provide planning and training opportunities for teachers of advanced learners to provide high quality instruction through Depth and Complexity resources, cross-curricular PBL projects, or the Texas Performance Standards Project and other authentic cross-curricular learning. Strategy's Expected Result/Impact: Increased Teacher Capacity for Instructing Gifted Learners Staff Responsible for Monitoring: Gifted and Talented Coordinators Problem Statements: Student Learning 10 - District Processes & Programs 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
Strategy 13: Gifted and Talented will provide ongoing training 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: Increased Teacher Capacity for Instructing Gifted Learners Staff Responsible for Monitoring: Gifted and Talented Coordinators Problem Statements: Student Learning 10 - District Processes & Programs 15 Funding Sources: Supplies and Materials - 199 - General Fund: Gifted and Talented - 6300 - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
Strategy 14: The district will provide Gifted and Talented extra-curricular and out-of-district learning experiences to students as funding and opportunities permit. Strategy's Expected Result/Impact: Increased Participation in Enrichment Opportunities Staff Responsible for Monitoring: Gifted and Talented Coordinators Problem Statements: District Processes & Programs 8 Funding Sources: Field Trips - 199 - General Fund: Gifted and Talented - 6400 - \$250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Implement a district-wide plan for daily math fluency routines through the Facts on Fire Fluency Grant for kindergarten-5th grade. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Math Coordinator, Principals, Campus Academic Leaders, Instructional Coaches, Teachers Problem Statements: Student Learning 4, 5, 16	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Following the Concrete, Representational, Abstract (CRA) Model, the Math Coordinators will increase the focus on hands on learning through the use of mathematical manipulatives to balance conceptual understanding, procedural skill, and fluency as outlined in the pacing calendars. Strategy's Expected Result/Impact: Increased Concrete Understanding of Advanced Math, Increased Student Achievement Staff Responsible for Monitoring: Math Coordinators, Principals, Campus Academic Leaders, and Instructional Coaches Results Driven Accountability Problem Statements: Student Learning 4 Funding Sources: Instructional Materials - 199 - General Fund - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: The Math Coordinators will support the implementation and utilization of a district-wide method for analyzing and interpreting problem solving in math. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Math Coordinator, Principals, Campus Academic Leaders Results Driven Accountability Problem Statements: Student Learning 4, 5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: Actively recruit students who are not meeting expectations based on readiness assessments in grades K-2nd and STAAR assessments in grades 3rd-12th to attend and receive accelerated instruction through the ACE AfterSchool program, Saturday School, and Summer School. Strategy's Expected Result/Impact: Increased Student Achievement, Reduction in Performance Gaps Staff Responsible for Monitoring: Executive Director of Educational Leadership, 21st Century Grant ACE Program Director, Principals Results Driven Accountability Problem Statements: Student Learning 26	Formative			Summative
	Nov	Jan	Mar	June
Strategy 19 Details	Reviews			
Strategy 19: Technology applications will continue to be incorporated into Science instruction and into 12 weeks of computer science instruction during PLCs for kindergarten-5th grade students. At the secondary level, technology instruction is integrated into career and technology education courses. Strategy's Expected Result/Impact: Increased student understanding and application of technology across content areas Staff Responsible for Monitoring: Director of CTE, Elementary Science Coordinator, Innovation Leaders, Teachers Problem Statements: Student Learning 23 Funding Sources: Human Resources - 199 - General Fund - 6100 - \$400,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 20 Details	Reviews			
Strategy 20: Campus Principals will meet with teachers and their assigned coach once each nine weeks to review progress on coaching plans and make adjustments to the plan based on progress made, student data, and observation data. Strategy's Expected Result/Impact: Increased teacher retention, increased teacher capacity Staff Responsible for Monitoring: Principals, Assistant Principals, Campus Academic Leaders, Coaches, Teachers Problem Statements: District Processes & Programs 20	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 25 Problem Statements:

Student Learning

Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. **Root Cause:** Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

Problem Statement 4: On the 2026 3rd grade Mathematics STAAR assessments, 37% of district students achieved the Meets Grade Level standard, performing 9 percentage points below the state average of 46%. **Root Cause:** The previously adopted STEMscopes Math curriculum lacks the alignment and cognitive rigor required by the STAAR assessment; therefore, the district will adopt, train on, and implement Bluebonnet math curriculum across all campuses.

Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. **Root Cause:** Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

Problem Statement 10: Only 13% of high school students compared to 23% for the state taking an AP course met the criterion score on the AP exam. **Root Cause:** The rigor and content of the AP exam is not being fully and consistently experienced in AP academic classes. The use of the AP dashboard is infrequently used which provides students with the necessary exposure to AP formatted questions.

Problem Statement 16: Problem solving and fact fluency are below grade level in all elementary classrooms **Root Cause:** The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.

Problem Statement 19: Teachers lack a thorough understanding of the TEKS and lessons provided through the High Quality Instructional Materials being implemented. **Root Cause:** The lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.

Problem Statement 23: To ensure the required instruction on Computer Science and technology applications TEKS at the elementary level is provided to students, the skills must be intentionally incorporated into the master schedule and other content areas. **Root Cause:** Computer Science and Technology application TEKS are required Kindergarten-5th Grade, but it is challenging to find time to ensure they are taught with fidelity.

Problem Statement 26: Campus ADSY and ACE programs need to increase enrollment and attendance of students who have not demonstrated mastery of the TEKS as measured by STAAR. **Root Cause:** There needs to be increased communication with parents ensuring they understand the importance of students attending ADSY and ACE to receive tutoring, intervention, and acceleration to be successful on STAAR.

District Processes & Programs

Problem Statement 8: While the district has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.. **Root Cause:** REAL Family Engagement opportunities need to be added to events that are highly attended as well as opportunities to connect with the school through the school bringing engagement opportunities to the parents.

Problem Statement 15: Tier 1 instruction needs improvement district wide. **Root Cause:** All administrators and coaches need training on providing teachers with actionable feedback.

Problem Statement 20: The district must evaluate the effectiveness of decision-making policies, procedures, and staff development activities to ensure that they are effectively structured to positively impact student achievement. **Root Cause:** Every two years, the LEA must evaluate the effectiveness of the LEA's decision-making policies, procedures, and staff development activities related to the LEA and campus decision-making to ensure that they are effectively structured to positively impact student achievement. [TEC 11.252(d)]

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

Performance Objective 26: For each campus, the two lowest-performing student groups identified from prior-year TEA accountability data, will earn a score of 3 or 4 points, or increase by at least 1 point level in Domain 3 Academic Achievement Status.

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

Strategy 1 Details	Reviews			
Strategy 1: Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12th grade reading and math classes. Strategy's Expected Result/Impact: Increased Student Achievement in Reading and Math Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Special Programs Department, Principals, Campus Academic Leaders, Instructional Coaches, Interventionists Results Driven Accountability Problem Statements: Student Learning 3, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Bilingual/ESL department will align the K-5th grade guiding documents and assessments in dual language content areas allowing skills to be taught in both languages as appropriate and add transferable skills and bridging to facilitate language transfer, acquisition, and student growth. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Content Coordinator, Elementary Bilingual Specialist Problem Statements: Student Learning 8 Funding Sources: Bilingual Instructional Programming - 263 - Title III, LEP - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Progress Monitoring will include an intentional focus on the two lowest performing sub-populations for each campus, resulting in the development of action plans to address the specific needs for each sub-population. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Teaching, Learning, and Innovation Department, Special Programs Department, Principals, Campus Academic Leaders, Instructional Coaches, Interventionists Results Driven Accountability Problem Statements: Student Learning 3, 5, 6, 7, 26	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 26 Problem Statements:

Student Learning

Problem Statement 3: On the 2026 STAAR Reading Language Arts assessments, 51% of district students achieved the Meets Grade Level standard, performing 5 percentage points below the state average of 56%. **Root Cause:** Teachers require ongoing support to ensure that Tier 1 instruction aligns with the rigor of the TEKS and STAAR assessments and adjustments need to be made to the guiding documents to ensure that resources support this initiative as well as enough time for focus skills.

Problem Statement 5: On the 2026 STAAR Mathematics assessments, 42% of district students achieved the Meets Grade Level standard, performing 4 percentage points below the state average of 46%. **Root Cause:** Teachers need more professional learning in delivering rigorous Tier 1 instruction, lesson internalization, and breaking down the TEKS to align with checks for understanding, common formative assessments, district benchmarks, and STAAR. Students' gaps in foundational skills, such as number sense, fluency, and conceptual understanding leads to struggles with grade level content.

Problem Statement 6: On the 2026 STAAR Science assessments, 42% of district students achieved the Meets Grade Level standard, performing 12 percentage points below the state average of 54%. **Root Cause:** There is a lack of alignment between curriculum and classroom instructional practice that has resulted in inconsistent student performance. Instruction is primarily focused on surface-level content coverage rather than providing opportunities to apply concepts through data analysis, models, and inquiry-based tasks that mirror the rigor of STAAR.

Problem Statement 7: On the 2026 STAAR Social Studies assessments, 39% of district students achieved the Meets Grade Level standard, performing 13 percentage points below the state average of 52%. **Root Cause:** To consistently match the evidence-based analysis demands of STAAR TEKS, Social Studies instruction requires more deeply aligned district resources alongside structured support for daily classroom application.

Problem Statement 8: A significant number of emergent bilingual (EB) students in grades 6-12 remain in their language programs beyond the five-year state expectation for reclassification, preventing campuses from meeting required state accountability targets, limiting their access to advanced coursework, elective opportunities, and postsecondary readiness. **Root Cause:** Limited integration of targeted academic language instruction in content areas and insufficient access to ESL-certified teachers.

Problem Statement 26: Campus ADSY and ACE programs need to increase enrollment and attendance of students who have not demonstrated mastery of the TEKS as measured by STAAR. **Root Cause:** There needs to be increased communication with parents ensuring they understand the importance of students attending ADSY and ACE to receive tutoring, intervention, and acceleration to be successful on STAAR.

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

Performance Objective 27: Each campus will meet the interim target of 3 out of 4, or maintain the long term target of 4 out of 4 for English Language Proficiency in Domain 3 by June 2027.

Evaluation Data Sources: Quarterly Benchmarks, Common Formative Assessments, Checks for Understanding, Guiding Documents, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS, T-TESSS, and TELPAS Item types(snorkl activities)

Strategy 1 Details	Reviews			
Strategy 1: The district will update the K-2 English Language Development (ELD) curriculum to include weekly, standards-aligned lesson slides embedded within district guiding documents. Teachers will implement the lessons during designated ELD time, with implementation monitored through walkthroughs, PLCs, and student language-development data. Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Elementary Literacy Coordinator Problem Statements: Demographics 8 - Student Learning 15 Funding Sources: Benchmark Universe - 263 - Title III, LEP - 6300 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The English Learners Language Arts (ELLA) and English Language Development and Acquisition (ELDA) curriculum documents will be refined to support targeted growth for newcomer students across all four language domains: listening, speaking, reading, and writing, alongside instructional coaching for teachers implementing this content. Strategy's Expected Result/Impact: More Structured English Language Development Program for Newcomers Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialist, Campus Academic Leaders Problem Statements: Demographics 8 Funding Sources: Lexia - 261 - Title III-A, Immigrant - 6300 - \$4,500, Get Ready - 261 - Title III-A, Immigrant - 6300 - \$2,500, Saddeback Newcomer Kit and EB Emergent Libraries: Go! - 261 - Title III-A, Immigrant - 6300 - \$2,100	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Each campus will implement the 'Roadmap to TELPAS' with fidelity and ensure all TELPAS activities are aligned, supporting students in making consistent annual progress toward English proficiency. Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying Staff Responsible for Monitoring: Math TLI LEAD Coordinator, Bilingual/ESL Coordinators, Principals, Assistant Principals, Campus Academic Leaders, Bilingual/ESL Specialist, Teachers Problem Statements: Demographics 8	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The Emergent Bilingual Coordinator will collaborate with Campus Academic Leaders and Content Coordinators to provide training and targeted teacher support during PLCs and district professional learning focused on Content-Based Language Instruction (CBLI) strategies for all content and elective teachers, specifically addressing the needs of Emergent Bilingual students to ensure their Composite Level accurately reflects their English proficiency. Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying Staff Responsible for Monitoring: Bilingual/ESL Coordinators Problem Statements: Demographics 8 Funding Sources: Training - 199 - General Fund: Bilingual Allotment - 6200 - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will establish a monitoring system to track the implementation of the purchased Language Acquisition Program and measure student progress in grades 3rd-12th, ensuring effective use and improved outcomes. Strategy's Expected Result/Impact: Newcomers Acquiring English More Rapidly Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Bilingual/ESL Specialists Problem Statements: Demographics 8 Funding Sources: Lexia - 261 - Title III-A, Immigrant - 6300 - \$4,500, SNORKL - 263 - Title III, LEP - 6300 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: District stakeholders will collaborate with Content Coordinators to incorporate content-based TELPAS item types into guiding documents that align to Tier 1 instruction. Strategy's Expected Result/Impact: Increased Student Progress in Language Acquisition, Increased Percentage of Students Reclassifying, Increased Teacher Capacity Staff Responsible for Monitoring: Bilingual/ESL Coordinator, Content Coordinators Problem Statements: Demographics 8	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 27 Problem Statements:

Demographics
Problem Statement 8: Emergent Bilingual (EB) students across campuses are not making consistent annual growth toward English language proficiency. Root Cause: TELPAS strategies and instructional activities are implemented inconsistently, and additional supports for language acquisition need to be added to core content area guiding documents.
Student Learning
Problem Statement 15: Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year. Root Cause: There is inconsistent use of the HQIM during Block 3, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.

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

Performance Objective 28: Increase average daily attendance from 93.6% to 94% through systematic and timely procedures by June 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: The At-Risk Outreach Coordinator will send home quarterly attendance-focused postcards with students, highlighting the importance of daily attendance and promoting College, Career, and Military Readiness. Strategy's Expected Result/Impact: Increased Attendance, Stronger Relationships Between Home and School Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, At-Risk Outreach Coordinator Problem Statements: Demographics 2 - District Processes & Programs 1 Funding Sources: Supplies - 199 - General Fund - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The At-Risk Outreach Coordinator will hold weekly office hours to support teachers with attendance strategies, provide resource toolkits each grading period, and assist in developing intervention plans for students with chronic absenteeism. Strategy's Expected Result/Impact: Increased Attendance, Families' Needs Met, Increased Communication Between Home and School, Stronger Relationships Between Home and School Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, At-Risk Outreach Coordinator Problem Statements: Demographics 2 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: At-Risk Outreach Coordinator will collaborate with campus leaders to publish at least one attendance focused message through ParentSquare, social media, and campus newsletters, reinforcing district attendance goals. Strategy's Expected Result/Impact: Improved Student Attendance Staff Responsible for Monitoring: Director of School and Student Support, At-Risk Outreach Coordinator, Communication Specialist Problem Statements: Demographics 2 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The At-Risk Outreach Coordinator will monitor campus-level interventions, including the distribution of attendance warning letters, 90% letters, and Truancy Prevention Measures. Strategy's Expected Result/Impact: Increased Parent Awareness of 90% Attendance Requirements Staff Responsible for Monitoring: At-Risk Outreach Coordinator, Assistant Principals, Attendance Clerks Problem Statements: Demographics 2 - District Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Director of Student Support Services and At-Risk Outreach Coordinator will implement Panorama within the MTSS framework and provide training and support to designated staff. Strategy's Expected Result/Impact: Improved Student Attendance Staff Responsible for Monitoring: Director of School and Student Support, At-Risk Outreach Coordinator, Assistant Principals Problem Statements: Demographics 2, 4 Funding Sources: Panorama Software Platform - 211 - Title I, Part A - 6300 - \$26,741	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings. Strategy's Expected Result/Impact: Accuracy of Reports to TEA, Recovery of Students, Enrollment Options for Potential Drop-Outs Staff Responsible for Monitoring: Principals, Management Systems Coordinator, Campus Data Management Specialists, Attendance Officers Problem Statements: District Processes & Programs 1, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPMs) to engage parents and prevent students from dropping out of school. Strategy's Expected Result/Impact: Increased Attendance Percentages at Each Campus, Decreased Dropout Rates Staff Responsible for Monitoring: Principals, Campus Attendance Clerks Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details		Reviews			
Strategy 8: Credit recovery opportunities will be offered at Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort. Strategy's Expected Result/Impact: Increase Student Participation, Completion of Graduation Requirements Staff Responsible for Monitoring: Principals, Castleberry High School Academic Dean, Counselors Problem Statements: Demographics 2 Funding Sources: Human Resources - 199 - General Fund - 6100 - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 28 Problem Statements:

Demographics
Problem Statement 2: The preliminary attendance rate for the 2025-2026 school year is below the 95% goal, which impacts budget projections. Root Cause: Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.
Problem Statement 4: There were 1324 discipline incidents in 2025-2026 that resulted in ISS, OSS, and/or DAEP, which is a decline from the 1600 incidents in 2024-2025. Root Cause: While there has been improvement, there is still the need for stronger and more aligned supports with behavior and social emotional learning for all tiers.
District Processes & Programs
Problem Statement 1: Student attendance remains below 95% budget threshold Root Cause: Families lack understanding of how attendance effects their child's future and parents often don't realize how many days their children miss. There needs to be more guidance and encouragement for parents to monitor their child's attendance in Skyward.
Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.

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

Performance Objective 1: Overall Goal: The percentage of 3rd Grade students that score "Meets" on STAAR Reading will increase from 45% in June of 2026 to 47% by June 2027.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teaching, Learning, and Innovation will continue to support campus staff in analyzing Early Literacy and STAAR Progress Indicators during progress monitoring to support the development of campus action plans. Strategy's Expected Result/Impact: Increased Student Performance Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Instructional Coaches Problem Statements: Student Learning 1, 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Principals will monitor the implementation of the structured literacy block during walkthroughs with specific "Look Fors" for each component and will analyze trends during Principal PLCs to determine next steps. Strategy's Expected Result/Impact: Increased use of Systematic Instruction, Increased Student Achievement Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leaders, Instructional Coach, Teachers Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus Academic Leaders will review assessments and guiding documents with teachers during PLCs. Strategy's Expected Result/Impact: Increased Teacher Effectiveness Staff Responsible for Monitoring: Campus Academic Leaders Problem Statements: Student Learning 19	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Campuses will support students in setting literacy goals and monitoring their progress using data from AMIRA. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Principals, Campus Academic Leaders, Teachers Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide Just Right Readers to all 2nd grade students to strengthen decoding and fluency skills. Strategy's Expected Result/Impact: Increased Decoding and Fluency Skills, Increased Student Achievement Staff Responsible for Monitoring: Early Literacy Coordinator, Principals, Campus Academic Leaders, Instructional Coaches, Teachers Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement the structured literacy block with an emphasis on both the word recognition and comprehension components of literacy as well as personalized practice time for students intended for mastery of literacy skills. Strategy's Expected Result/Impact: Increased Teacher Capacity , Improved Student Performance Staff Responsible for Monitoring: Early Literacy Coordinator, Principals, Campus Academic Leaders, Instructional Coaches, Teachers Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will internalize the HQIM to provide explicit daily writing instruction. Strategy's Expected Result/Impact: Increased Student Achievement, Increased Teacher Effectiveness Staff Responsible for Monitoring: Campus Academic Leaders, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 1, 19	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Prek-2nd grade teachers will use writing benchmark data at the beginning, middle, and end of year to monitor and adjust instruction. Strategy's Expected Result/Impact: Increased Comprehension, Increased Student Achievement, Improved Student Writing Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leaders, Instructional Coach Results Driven Accountability Problem Statements: Student Learning 1, 15 - District Processes & Programs 14	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Campus Academic Leaders will collaborate with teachers to implement targeted small-group instruction using AMIRA data after each assessment. Strategy's Expected Result/Impact: Improved Student Performance Staff Responsible for Monitoring: Early Literacy Coordinator, Campus Academic Leaders, Teachers Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Reading Partners will deliver one-on-one, high-dosage tutoring grounded in the science of reading, with an emphasis on systematic phonics instruction. Strategy's Expected Result/Impact: Improved Student Achievement Staff Responsible for Monitoring: Elementary Reading Language Arts Coordinator, Campus Principals, Campus Academic Leaders Problem Statements: Student Learning 15	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There were many 0s on the 3rd grade STAAR Extended Constructed Response (ECR). Root Cause: Students are not leaving 2nd grade with the ability to write a paragraph that includes a thesis statement and supporting evidence. Mastering the mechanics of writing in primary grades will free up students to concentrate on the development and organization of ideas.
Problem Statement 15: Many 1st and 2nd grade students did not meet grade-level literacy expectations at the end of the year. Root Cause: There is inconsistent use of the HQIM during Block 3, ineffective pacing of lessons, and insufficient opportunities to practice to mastery.

Student Learning
Problem Statement 19: Teachers lack a thorough understanding of the TEKS and lessons provided through the High Quality Instructional Materials being implemented. Root Cause: The lesson internalization process is still new. Teachers need additional time and support with internalizing their lessons.
District Processes & Programs
Problem Statement 14: Lesson Internalization and Breaking Down the TEKS procedures were implemented in 2025-2026, but have not become systematic yet. Root Cause: Additional time and support is needed to assist teachers with both processes.

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

Performance Objective 2: Overall Goal: The percentage of 3rd Grade students that score "Meets" on STAAR Math will increase from 34% in June of 2026 to 40% by June 2027.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: The Elementary Math Coordinator will continue to partner with campus staff to review Early Numeracy data on Bluebonnet Math assessments and STAAR Progress Indicators from common formative assessments and benchmarks during progress monitoring. This collaboration will help inform and guide the development of campus action plans. Strategy's Expected Result/Impact: Increase Student Performance Staff Responsible for Monitoring: Elementary Math Coordinator , Principals, Campus Academic Leaders, Instructional Coaches Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Elementary Math Coordinator will assist elementary campuses in the expansion of the use of manipulatives and structured math talk in daily Bluebonnet learning experiences to deepen students' understanding of numeracy and to help them make connections across concepts in multiple ways. Strategy's Expected Result/Impact: Deeper understanding of numeracy Staff Responsible for Monitoring: Elementary Math Coordinator, Campus Academic Leaders Problem Statements: Student Learning 4 Funding Sources: Instructional Supplies - 211 - Title I, Part A - 6300 - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The Elementary Math Coordinator will vertically align instruction to strengthen foundational numeracy skills through the use of pacing calendars, online resources, daily Facts on Fire fluency practice, professional learning, and assessments. Strategy's Expected Result/Impact: Deeper Understanding of Numeracy Staff Responsible for Monitoring: Elementary Math Coordinator, Campus Academic Leaders Problem Statements: Student Learning 16	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The Elementary Math Coordinator and Campus Facts on Fire Site Coordinators will work together to implement a plan for daily math fluency routines in grades K-5th through the Facts on Fire Fluency Grant. Strategy's Expected Result/Impact: Improved Student Performance Staff Responsible for Monitoring: Elementary Math Coordinator, Principals, Campus Academic Leaders, Teachers Problem Statements: Student Learning 16	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The Elementary Math Coordinator will increase instructional days for 3rd grade multiplication and division problem solving lessons in the guiding documents to allow students more time to internalize these skills. Strategy's Expected Result/Impact: Improved Student Performance Staff Responsible for Monitoring: Elementary Math Coordinator Problem Statements: Student Learning 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The Elementary Math Coordinator will provide Bluebonnet Math Training for all elementary staff during beginning of the year professional learning as well as ongoing professional learning throughout the year, as needed. Strategy's Expected Result/Impact: Improved Student Performance Staff Responsible for Monitoring: Elementary Math Coordinator Problem Statements: Student Learning 16	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: On the 2026 3rd grade Mathematics STAAR assessments, 37% of district students achieved the Meets Grade Level standard, performing 9 percentage points below the state average of 46%. Root Cause: The previously adopted STEMscopes Math curriculum lacks the alignment and cognitive rigor required by the STAAR assessment; therefore, the district will adopt, train on, and implement Bluebonnet math curriculum across all campuses.
Problem Statement 16: Problem solving and fact fluency are below grade level in all elementary classrooms Root Cause: The lack of rigor in Tier 1 instruction continues to play a factor in students ability to understand multi-step operations. Fact fluency has been devalued in math curriculum leaving students to learn strategies that are ineffective. Without fluency of basic facts, students spend their working memory on answers to basic facts instead of the procedural tasks necessary to be successful.

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

Performance Objective 3: Overall Goal: The percentage of high school students earning College, Career, and Military Readiness (CCMR) credit will maintain a high level of performance, from 99% in August 2026 to at least 94% by August 2027, as measured under the revised CCMR accountability standards. (Accountability 2028)

HB3 Goal

Evaluation Data Sources: CCMR Spreadsheet, On Data Suite

Strategy 1 Details		Reviews			
Strategy 1: The district will intentionally embed postsecondary readiness skills and aligned practice into English and mathematics instruction to strengthen student performance on TSIA2, PSAT, and SAT assessments and increase the percentage of students demonstrating college readiness. Strategy's Expected Result/Impact: Students will receive consistent exposure to postsecondary assessment content and question formats through regular classroom instruction rather than relying solely on stand-alone test preparation. Student performance data will be used to identify skill gaps and adjust instruction, with the expected result of increasing the percentage of students meeting college-readiness benchmarks on TSIA2 and SAT. Staff Responsible for Monitoring: Director of CTE/CCMR; CHS Academic Dean; Secondary Math and ELAR Instructional Leaders; Algebra II, Geometry, Financial Math, and English II Teachers; CCMR Advisor Problem Statements: Student Learning 9, 11 Funding Sources: Funding for Assessments - 397 - Advanced Placement - 6300 - \$34,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: The district will implement a comprehensive college and career advising system beginning in middle school that includes annual graduation and career plan reviews, individualized CCMR progress monitoring, Student-Led Conferences, and targeted advising to ensure students and families understand pathway completion, postsecondary readiness, and available college and career opportunities. Strategy's Expected Result/Impact: Students and families will demonstrate increased awareness of graduation, pathway, and CCMR requirements. Individual student progress will be reviewed regularly so scheduling issues, incomplete pathways, and unmet CCMR requirements can be identified and addressed before the senior year. Staff Responsible for Monitoring: Director of CTE/CCMR; Lead District/CTE Counselor; High School Counselors; CCMR Advisor; Campus Administration Problem Statements: District Processes & Programs 8 Funding Sources: CareerCraft, OnDataSuite, Skward - 199 - General Fund		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The district will implement a coordinated postsecondary readiness system that embeds SAT/ACT/TSIA2 preparation into aligned coursework, provides strategically scheduled testing opportunities, and delivers targeted interventions and College Prep coursework for students who have not yet demonstrated college readiness. Strategy's Expected Result/Impact: Increased percentages of students will demonstrate college readiness through SAT, ACT, and/or TSIA2. Students approaching benchmark will receive targeted support, while seniors who have not demonstrated readiness will have an identified intervention prior to graduation. Staff Responsible for Monitoring: Director of CTE/CCMR; CCMR Advisor; CHS Academic Dean; Math/ELAR Instructional Leaders; High School Counselors Problem Statements: Student Learning 9, 11 Funding Sources: College Board - 199 - General Fund - \$26,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: The district will annually evaluate and expand equitable access to Dual Credit, OnRamps, and other advanced academic opportunities based on student need, demand, performance, and postsecondary alignment, while ensuring students and families understand course options, expectations, benefits, and implications for college credit. Strategy's Expected Result/Impact: Student participation and successful completion of advanced academic and college-credit opportunities will be maintained or increased. Course offerings and sections will respond to student demand and performance data, and students and families will have greater understanding of available advanced academic options and expectations. Staff Responsible for Monitoring: Director of CTE/CCMR/Advanced Academics; CHS Academic Dean; High School Counselors; CCMR Advisor; Campus Administration Funding Sources: OnRamps, TCC, TarletonToday - 199 - General Fund - \$20,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
Strategy 5: The district will sustain Castleberry Collegiate Academy and implement the planning and development of Castleberry Career Academies/P-TECH to expand opportunities for students to earn college credit, Level I/II certificates, industry credentials, and other advanced postsecondary outcomes aligned with high-demand career pathways. Strategy's Expected Result/Impact: Castleberry Collegiate Academy students will continue progressing toward significant college credit, certificates, and/or associate degree attainment, while P-TECH structures, IHE partnerships, industry partnerships, student supports, and pathways are developed for implementation beginning in 2027-28. Staff Responsible for Monitoring: Director of CTE/CCMR/ECHS/P-TECH; ECHS/P-TECH Leadership Team; Lead District/CTE Counselor; CCMR Advisor; Campus Administration; IHE and Industry Partners, as applicable Problem Statements: Student Learning 13 Funding Sources: - 244 - CTE - \$25,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: The district will annually review and vertically align CTE programs of study, coursework, and Industry-Based Certifications to TEA standards and workforce needs while monitoring individual student progress toward coherent sequence completion, IBC attainment, and related CCMR outcomes. Strategy's Expected Result/Impact: Increased numbers of students will complete coherent CTE sequences and earn aligned, TEA-approved Industry-Based Certifications. CTE programs will remain aligned to current TEA requirements and regional workforce needs, and student progress will be monitored early enough to address barriers to pathway and credential completion. Staff Responsible for Monitoring: Director of CTE/CCMR; CTE Instructional Coach; HS CTE Lead; CTE Teachers; Lead District/CTE Counselor; CCMR Advisor Problem Statements: Student Learning 13 Funding Sources: CareerCraft, YouScience - 199 - General Fund - \$25,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: The district will use individual student CCMR data to identify students who are not on track to earn a CCMR outcome and provide targeted interventions, with additional monitoring and aligned resources for seniors, REACH Alternative High School students, and other students at risk of graduating without a CCMR outcome. Strategy's Expected Result/Impact: Students without an identified CCMR outcome will be identified through ongoing data reviews and assigned an individualized pathway to completion. The district will maintain a CCMR rate of 99% or higher, with particular attention to seniors, REACH students, and students at risk of graduating without a qualifying outcome. Staff Responsible for Monitoring: Director of CTE/CCMR; CCMR Advisor; High School Counselors; REACH Administration/Counselor; CHS Administration Problem Statements: Student Learning 11, 21		Formative			Summative
		Nov	Jan	Mar	June
Strategy 8 Details		Reviews			
Strategy 8: District and campus CCMR leaders will use regular collaboration, data review, professional learning, and coordinated stakeholder communication to monitor CCMR outcomes, identify emerging needs, align resources, and increase awareness of college and career readiness. Strategy's Expected Result/Impact: District and campus leaders will use common CCMR data to identify gaps, coordinate interventions, and make timely decisions regarding programs and resources. Students, families, and staff will receive consistent information regarding CCMR opportunities, requirements, and postsecondary planning. Staff Responsible for Monitoring: Director of CTE/CCMR; CCMR Advisor; Lead District/CTE Counselor; CHS Administration; District Communications; CCMR/CTE Leadership Team Problem Statements: Student Learning 21		Formative			Summative
		Nov	Jan	Mar	June

Strategy 9 Details		Reviews			
Strategy 9: Implement a comprehensive CCMR framework with targeted academic safeguards and multi-track pathways to ensure CCMR completion for every student, supported by intentional layering of content in existing courses and partnerships with higher education institutions including Hill College, Tarleton Today, McMurry University, Tarrant County Community College, and UT Austin. Strategy's Expected Result/Impact: Increased pathways to CCMR completion, maintenance of a high CCMR completion rate Staff Responsible for Monitoring: Director of CTE/CCMR, CCMR Advisor, Lead District/CTE Counselor, CHS Administration, CCMR/CTE Leadership Team Problem Statements: Student Learning 11, 13, 21 Funding Sources: Contracted Services - 199- Advanced Academics - 6200 - \$35,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 9: 17% of high school students compared to 34% of high school students in the state scored at or above the college level on SAT, ACT, or TSIA. Root Cause: Students are struggling with the content of the exams and need more curriculum support in the form of spiraled TSIA2, SAT, ACT concepts embedded in core academic areas.
Problem Statement 11: Castleberry ISD is earning fewer CCMR Outcome Bonuses than other districts in the region. Root Cause: The number of graduates who successfully meet the TSI criteria and enroll in college is not above the established threshold for Economically Disadvantaged, Non-Economically Disadvantaged, or Special Education. CISD must increase student, parent, and teacher awareness of the importance of the TSIA assessment, and intentionally share preparation and testing opportunities with parents and students.
Problem Statement 13: The percent of career or military ready annual graduates that earned an Industry-Based Certification was 33% for the 2025-2026 school year. Root Cause: The new CCMR accountability system has removed the Stukent certification. Other certification opportunities must be identified, added to our program, and intentionally shared with students and parents through graduation plans and student led conferences.
Problem Statement 21: We have been relying on Texas College Bridge to help students become College Ready. Texas College Bridge is no longer available for Math. Root Cause: Students are not adequately prepared to be successful on post secondary college exam requirements.
District Processes & Programs
Problem Statement 8: While the district has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.. Root Cause: REAL Family Engagement opportunities need to be added to events that are highly attended as well as opportunities to connect with the school through the school bringing engagement opportunities to the parents.

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

Performance Objective 1: Increase transfer student enrollment by 2% from the 2025-2026 year-end baseline of 588 transfer students through targeted marketing, student-led conference days built into the annual calendar, and efforts to strengthen community pride in the district.

Evaluation Data Sources: Transfer Student Enrollment
"Why Do You Choose Castleberry?" Registration Responses

Strategy 1 Details	Reviews			
Strategy 1: Use enrollment-driver data to guide targeted recruitment messaging that emphasizes district reputation, family and alumni connections, safety, convenient location, and open-enrollment opportunities across existing district communication channels. Strategy's Expected Result/Impact: Increased awareness of district strengths among prospective families and continued growth in transfer student enrollment toward the 2% target. Staff Responsible for Monitoring: Communications Coordinator and MIS Coordinator Problem Statements: Demographics 7 Funding Sources: Website - 199 - General Fund - 6300 - \$12,000, Digital Signage - 199 - General Fund - 6400 - \$2,900, Advertising - 199 - General Fund - 6400 - \$15,000, Printed Back-to-School/Enrollment Booklet - 199 - General Fund - 6400 - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly showcase student, staff, campus, and district achievements and student-centered experiences through existing communication channels to strengthen community pride, district reputation, and positive word-of-mouth among current and prospective families. Strategy's Expected Result/Impact: Stronger community pride and district reputation, supporting positive word-of-mouth and continued transfer enrollment growth. Staff Responsible for Monitoring: Communications Coordinator Problem Statements: Demographics 7 Funding Sources: Promotional materials and signage - 199 - General Fund - 6400 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 7: Although transfer enrollment has grown substantially, continued growth cannot be assumed. The district ended 2025-2026 with 588 transfer students and must attract additional families to meet the 2% growth target. **Root Cause:** Recruitment messaging has not always aligned with the factors families most often identify for choosing Castleberry: location, family/alumni connections, safety, and district reputation. Specialized programs are less often cited as primary enrollment drivers.

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

Performance Objective 2: Increase the average parent view rate of academic related secure documents distributed through ParentSquare by 3%, from the 2025-2026 baseline of 39% to at least 42% by June 2027.

Evaluation Data Sources: ParentSquare Delivery Analytics

Strategy 1 Details	Reviews			
Strategy 1: Use clear, parent-friendly messaging when academic secure documents are distributed through ParentSquare, including what the document is, why it matters, and how parents can access it. Strategy's Expected Result/Impact: Increased parent understanding and access of academic secure documents, supporting growth in the average view rate from 39% to at least 42%. Staff Responsible for Monitoring: Communications Coordinator Problem Statements: District Processes & Programs 5 Funding Sources: ParentSquare - 199 - General Fund - 6300 - \$27,400	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use follow-up ParentSquare reminders and existing parent support/troubleshooting resources, as needed, to encourage families to access academic secure documents. Strategy's Expected Result/Impact: Reduced barriers to document access and increased parent view rates for academic secure documents. Staff Responsible for Monitoring: Communications Coordinator and Innovation Team Problem Statements: District Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 5: Parent engagement with academic-related secure documents remains limited, with an average ParentSquare view rate of 39% in 2025-2026, indicating that important student academic information is not consistently being accessed by families. Root Cause: The district established its first secure-document view-rate baseline by tracking parent access during 2025-2026 and is now refining messaging and support strategies to increase document views.

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

Performance Objective 3: Increase average reach per post on the district's Facebook and Instagram accounts by 3% over the 2025-2026 baseline of 1,664 average reach per Facebook post and 1,515 average reach per Instagram post, while maintaining average interactions per post at or above the 2025-2026 baseline of 48 on Facebook and 102.7 on Instagram by June 2027.

Evaluation Data Sources: Meta/Facebook and Instagram Analytics

Strategy 1 Details	Reviews			
Strategy 1: Prioritize strategic, audience-relevant social media content using high-performing practices identified in district analytics, including student-centered visuals, video, carousels, concise messaging, strong hooks, and effective posting times. Strategy's Expected Result/Impact: Increased average reach per post while maintaining or improving average interactions on Facebook and Instagram. Staff Responsible for Monitoring: Communications Coordinator Problem Statements: District Processes & Programs 21 Funding Sources: PageFreezer Social Media Archiving Platform - 199 - General Fund - 6300 - \$6,300	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review Facebook and Instagram reach and interaction data at DIP checkpoints and make targeted adjustments to content type, messaging, visuals, or timing when performance indicates a need. Strategy's Expected Result/Impact: Data-informed content decisions that support at least 3% growth in average reach per post while maintaining 2025-2026 interaction baselines. Staff Responsible for Monitoring: Communications Coordinator Problem Statements: District Processes & Programs 21	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 21: District social media reach depends on strategic, audience-relevant content rather than posting frequency alone. Average 2025-2026 reach was 1,664 per Facebook post and 1,515 per Instagram post. Root Cause: Historical data shows stronger performance with fewer, more strategic posts. Facebook engagement per post increased 52.2% while posting volume decreased 44%, reinforcing the need to prioritize content quality, relevance, visuals, and timing over frequency.

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

Performance Objective 4: Continue the district withdrawal survey process and increase participation from the 2025-2026 baseline of 15 responses to at least 30 responses to identify trends and inform family-retention strategies by June 2027.

Evaluation Data Sources: Survey Results, Withdrawal Data

Strategy 1 Details	Reviews			
Strategy 1: Continue the automated withdrawal survey invitation and add a brief follow-up reminder through the existing withdrawal process to encourage more families to participate. Strategy's Expected Result/Impact: Increased withdrawal survey participation from the 2025-2026 baseline of 15 responses toward the goal of at least 30 responses. Staff Responsible for Monitoring: Communications Coordinator and MIS Coordinator Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review cumulative withdrawal survey responses at DIP checkpoints to identify recurring reasons for withdrawal and share actionable themes with appropriate district leaders to inform retention efforts. Strategy's Expected Result/Impact: Improved understanding of why families leave the district and identification of recurring concerns or opportunities that may support family retention. Staff Responsible for Monitoring: Communications Coordinator and MIS Coordinator Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 3: Only 15 withdrawal survey responses were received during 2025-2026, providing limited feedback from departing families and making it difficult to identify recurring reasons for withdrawal and opportunities to improve family retention. Root Cause: The withdrawal survey was newly implemented in 2025-2026 and was distributed only through an automated email to the parent of the withdrawing student, with no personal follow-up, which limited opportunities to encourage participation.

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

Performance Objective 5: Through a continued partnership with ACE, the district will strengthen school-community connections by engaging at least 500 unduplicated adult participants through REAL Family Engagement events that support academic success, student well-being, and CCMR goals by June 2027.

Evaluation Data Sources: Flyers/Advertisements of Events, Attendance sign-in sheets, Surveys - Feedback from parents, Documentation in District tracking system

Strategy 1 Details	Reviews			
Strategy 1: Develop and Administer an annual district Parent and Family Engagement Survey, as well as surveys to collect parent feedback after each district family engagement meeting and event to refine future family engagement opportunities. Strategy's Expected Result/Impact: Increased Parent and Family Engagement Opportunities that Meet the Needs and Interests of Parents and Families Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of School and Student Support, At-risk Outreach Coordinator Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All campuses will host Student-Led Conferences on October 26, 2026, and February 1, 2027, to engage parents in their child's academic progress. All students will share their academic, behavioral, and attendance progress as well as their goals, progress toward their goals, and action steps for meeting their goals. Graduation plans, progress toward CCMR completion, and TSIA completion will also be included at the middle School and High School levels. Strategy's Expected Result/Impact: Increased REAL Family Engagement, Increased Student Success Staff Responsible for Monitoring: Executive Director of Educational Leadership, At-Risk Coordinator, ACE Program Director, Principals, ACE Program Specialist, Counselors Problem Statements: District Processes & Programs 3 Funding Sources: Supplies and Materials for Student Led Conferences - 211 - Title I, Part A - 6300 - \$1,000, Supplies and Materials for Bilingual Student Led Conferences - 263 - Title III, LEP - 6300 - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Refine Parents as Their Child's First Teacher initiatives to increase participation and maintain participation throughout the life of the program by involving parents in the planning and design of the program to ensure offerings meet their needs and interests. Strategy's Expected Result/Impact: Stronger Academic Transition from Pre-kindergarten to Elementary School, Increased Parent Understanding of Supporting Students with At-Home Learning Staff Responsible for Monitoring: Executive Director of Educational Leadership, Early Literacy Coordinator, Principals Problem Statements: District Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Through REAL Family Engagement events, including partnerships with ACE, the SHAC committee, District Family Engagement Committee, and local organizations, provide information and resources to Families that supports adult education and student academic, behavioral, and social emotional well being including but not limited to becoming an observer in Canvas, accessing assessment results, interpretation of the results, explanation of TEKS/TELPAS, demonstrations of rigor in English and in Spanish, behavior management, internet and social media safety, dating violence, Human trafficking, tools for parents to use at home, supports for Emergent Bilingual students, graduation requirements, resources in the community, and homework support. Strategy's Expected Result/Impact: Increased Parent Knowledge of State Assessments, Community Resources, Graduation Requirements, Tools to Monitor Student Progress, Strategies to Keep Their Child Safe, Tools to Support Learning at Home, Increased Parent Engagement, Increased Parent Education Opportunities Staff Responsible for Monitoring: District Family Engagement Team, Principals, Bilingual/ESL Coordinator, Campus Parent and Family Engagement Coordinator Problem Statements: District Processes & Programs 3 - Perceptions 2 Funding Sources: Technology, Training Materials - 211 - Title I, Part A - IR - 6300 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The district CCMR staff and campus staff will engage parents and students in Going Beyond Grades by partnering with community organizations to host a College Day on the Student Led Conference Day on October 26, 2026 and in February 1, 2027 where parents will learn of their child's graduation plan, as well as college preparation, graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines. Strategy's Expected Result/Impact: Increased Parent Awareness of Graduation Plans, Actions for College Preparation, Graduation Requirements, Possible Endorsements, Dual Credit and OnRamps Opportunities, Financial Aid for College Staff Responsible for Monitoring: CTE Director, Director of Fine Arts, Principals, Academic Dean, Associate CCMR Advisor, Campus Academic Leaders, Counselors Problem Statements: District Processes & Programs 3 Funding Sources: Supplies and Materials - 199 - General Fund - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Support early literacy for students and families through programs such as Books and Bytes, Mo Bus campus visits, Bella (Botanical Gardens Outreach), and Lion Pals. Resources and home activities including decodables, "Know it, Show it", and handwriting activities, will be shared to support literacy development. Families will be able to choose books at no cost to add to their child's home library and will be encouraged to read together for 15-20 minutes daily with monthly themed reading logs, incentives, and recognition for participation. Strategy's Expected Result/Impact: Increased Family Engagement, Increased Familiarity with School Culture, Improved Early Literacy Skills Staff Responsible for Monitoring: Librarians Problem Statements: District Processes & Programs 3 Funding Sources: Training Materials, Books, Activity Supplies - 211 - Title I, Part A - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: CISD will conduct one Parent, Family, and Community Engagement Fair in collaboration with ACE. Strategy's Expected Result/Impact: Increased Parent Awareness of Programs, Activities, and Community Resources to Support Literacy, Health, and Social-Emotional Development Staff Responsible for Monitoring: Bilingual/ESL Coordinator, ACE Staff, District Family Engagement Team Problem Statements: District Processes & Programs 3 Funding Sources: Supplies and Materials - 263 - Title III, LEP - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Each campus will offer events to educate parents on assessment data and how they can support their child reach success on state assessments such as STAAR and TELPAS. Strategy's Expected Result/Impact: Increased Parent Awareness of Assessments and how to Supporting Students in reaching success Staff Responsible for Monitoring: Coordinators, Principals Problem Statements: District Processes & Programs 3 Funding Sources: Supplies and Materials - 211 - Title I, Part A - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Castleberry ISD will evaluate the effectiveness of decision-making policies, procedures, and staff development activities through the District Educational Improvement Committee to ensure that they are effectively structured to positively impact student achievement. [TEC 11.252(d)] Strategy's Expected Result/Impact: Increased family and community engagement Staff Responsible for Monitoring: Executive Director of Educational Leadership, DEIC members Problem Statements: District Processes & Programs 20 Funding Sources: Supplies, Refreshments - 199 - General Fund - 6300 - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

District Processes & Programs
Problem Statement 3: Success of parent involvement events are measured by attendance rather than by student performance and outcomes. Root Cause: There needs to be increased alignment of Family Engagement opportunities with the four goals of Relationships, Experiences, Academic Partnerships and Leadership.
Problem Statement 4: Family outreach initiatives are planned without the level of parent participation expected. Root Cause: More parent input must be collected to determine if engagement opportunities are fully addressing community needs and if not, how they can be modified to meet their needs.
Problem Statement 20: The district must evaluate the effectiveness of decision-making policies, procedures, and staff development activities to ensure that they are effectively structured to positively impact student achievement. Root Cause: Every two years, the LEA must evaluate the effectiveness of the LEA's decision-making policies, procedures, and staff development activities related to the LEA and campus decision-making to ensure that they are effectively structured to positively impact student achievement. [TEC 11.252(d)]
Perceptions
Problem Statement 2: While the percentage of parent observers in Canvas has increased, it is not at 100%. Root Cause: Continued communication is needed between campuses and families about the value of becoming an observer in Canvas and how it can assist parents with understanding what their child is learning and how to help them.

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

Performance Objective 6: 100% of staff will complete mandatory training on engaging families and supporting students with building healthy relationships, preventing dating violence, and preventing bullying by June 2027.

Evaluation Data Sources: Campus Calendars, Schedules, Sign In Sheets, Agendas, Strive Participation Data, and/or Improved Student Behavior

Strategy 1 Details	Reviews			
Strategy 1: Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness. Strategy's Expected Result/Impact: Increased Community Partnerships, Increased Access to Resources for Students and Families, Increased Parent Awareness of Tools to Support Social and Emotional Well Being Staff Responsible for Monitoring: District Family Engagement Team, Director of School Policy and Studnet Support, Stronger Connections Grant Coordinator, Counselors Problem Statements: District Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Through district Family Engagement events and teacher mandatory training, provide resources and/or training to increase staff, parent, and student awareness of recognizing and preventing sexual abuse, sex trafficking, and other maltreatment of children. Strategy's Expected Result/Impact: Increased Staff, Parent, and Student Awareness of Sexual Abuse, Sex Trafficking, and Maltreatment of Children Staff Responsible for Monitoring: District Family Engagement Team, Director of School Policy and Studnet Support, Stronger Connections Grant Coordinator, Counselors Problem Statements: Perceptions 7 Funding Sources: Supplies, curriculum - 199 - General Fund - 6300 - \$2,000, Supplies, Curriculum - 211 - Title I, Part A - 6300 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

District Processes & Programs
Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting.
Perceptions
Problem Statement 7: To satisfy state legislative mandates and maintain child safety protocols, the district must ensure 100% of staff receive mandatory training and resources to recognize and prevent child sexual abuse, sex trafficking, and maltreatment. Root Cause: Statutory compliance requires an annual documented training.

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

Performance Objective 7: 100% of campuses will have a character development program including guidance lessons, conflict resolution, and schoolwide awareness prevention activities by June 2027.

Evaluation Data Sources: Campus Calendars, Schedules, Agendas

Strategy 1 Details	Reviews			
Strategy 1: Provide training to promote conflict resolution, bullying prevention, healthy relationships, and dating violence prevention through the use of classroom guidance lessons, character development programs, crisis prevention responsive services, Family engagement events, and school-wide awareness/prevention activities such as Red Ribbon Week and Cyberbully Prevention. Strategy's Expected Result/Impact: Increased Parent Awareness of Tools to Support Social and Emotional Well Being, Increased Implementation of Bullying Policy FFI (Local) and FFI (Legal) Staff Responsible for Monitoring: District Family Engagement Team, Director of School Policy and Student Support, Stronger Connections Grant Coordinator, Counselors Problem Statements: District Processes & Programs 7 - Perceptions 6 Funding Sources: Supplies and Materials - 199 - General Fund - 6300 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness. Strategy's Expected Result/Impact: Increased Community Partnerships, Increased Access to Resources for Students and Families, Increased Parent Awareness of Tools to Support Social and Emotional Well Being Staff Responsible for Monitoring: District Family Engagement Team, Director of School Policy and Studnet Support, Stronger Connections Grant Coordinator, Counselors Problem Statements: District Processes & Programs 6, 8	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness. Strategy's Expected Result/Impact: Increased Community Partnerships, Increased Access to Resources for Students and Families, Increased Parent Awareness of Tools to Support Social and Emotional Well Being Staff Responsible for Monitoring: District Family Engagement Team, Director of School Policy and Studnet Support, Stronger Connections Grant Coordinator, Counselors Problem Statements: District Processes & Programs 6		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

District Processes & Programs
Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. Root Cause: Necessary treatment is outside the scope of what can be provided in the educational setting. Problem Statement 7: There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. Root Cause: Teachers and other school personnel need training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL to help empower them to address these issues. Problem Statement 8: While the district has increased opportunities for REAL Family Engagement that promotes academic and behavioral partnerships, efforts need to be increased to ensure connections are made with all families.. Root Cause: REAL Family Engagement opportunities need to be added to events that are highly attended as well as opportunities to connect with the school through the school bringing engagement opportunities to the parents.
Perceptions
Problem Statement 6: To fulfill state legislative mandates and sustain a safe school climate, the district must ensure 100% of students systematically receive required training in conflict resolution, bullying prevention, and healthy relationships through Character Education Programs. Root Cause: Statutory requirements necessitate continuous, annually documented prevention education and responsive services to maintain compliance and preserve low incident rates.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 1: The school district will successfully oversee the construction of a state-of-the-art high school facility, ensuring it is completed on schedule, within the approved budget, and in full compliance with safety and quality standards, to provide a modern learning environment that accommodates a growing student population and promotes educational excellence by Spring 2027.

Evaluation Data Sources: Bond Planning Timeline, Long Range Replacement Plan Coordination, Capital Improvement Plan Coordination

Strategy 1 Details		Reviews			
Strategy 1: Within a two-year timeframe, the school district will successfully oversee the construction of a state-of-the-art high school facility, ensuring it is completed on schedule, within the approved budget, and in full compliance with safety and quality standards, to provide a modern learning environment that accommodates a growing student population and promotes educational excellence. Strategy's Expected Result/Impact: Updated and New Facilities Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Director of Technology, Director of Auxiliary Programs & Facility Maintenance, Cabinet Problem Statements: District Processes & Programs 18 Funding Sources: Construction Budget - 199 - General Fund - 6200 - \$36,000,000, Replacement Plan Budget - 199 - General Fund - 6200 - \$100,800, Capital Improvement Projects Budget - 199 - General Fund - 6200 - \$200,000, Replacement Plan Budget - 199 - General Fund - 6300 - \$699,200		Formative			Summative
		Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 18: Fiscal pressures and district-wide budget constraints place strain on the general budget, creating potential financial risks for maintaining the scope and timeline of the new high school construction project. Root Cause: While we do not anticipate any problems with completing this project within budget, project closeouts are challenging because it applies pressure on outside contractors to complete work already agreed upon.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 2: CISD will assess, identify, and develop a plan for facility upkeep and improvements to directly contribute to enhancing the quality of learning experiences for all students by June 2027.

Evaluation Data Sources: Bond Planning Timeline, Long Range Replacement Plan Coordination, Capital Improvement Plan Coordination, Student Performance

Strategy 1 Details	Reviews			
Strategy 1: Investigate funding sources, including the COPS grant and energy-saving initiatives, like LED lighting and motion sensors, to support safety, security, educational programming, and future growth. Strategy's Expected Result/Impact: Balanced Budget, Title Funding, NOGA Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Police Chief, Safety and Security Coordinator, Executive Director of Technology, Director of Auxiliary Programs & Facility Maintenance, and Cabinet Problem Statements: District Processes & Programs 22 - Perceptions 4 Funding Sources: Safety & Security Equipment - SVPP COPS Grant - \$500,000, Safety & Security Equipment - COPS School Violence Prevention Program - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create, update, and revise a Long Range Strategic Plan, Capital Improvements Projects List, and Replacement Plan through monthly purchase reviews, evaluations of equipment age and condition, and replacement timelines. Strategy's Expected Result/Impact: Updated and New Facilities Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Director of Auxiliary Programs & Facility Maintenance Cabinet Problem Statements: District Processes & Programs 10 Funding Sources: - 199 - General Fund - CI Projects - \$200,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Castleberry ISD will continue to review, monitor, and revise the Ten Year HVAC Replacement Plan by conducting an annual review to determine purchases based on age of equipment and replacement schedules. Strategy's Expected Result/Impact: Improved and Consistent Conditioned Air Flow, Reduced Energy Costs Based on Efficiency, Improved Cash Flow for Unexpected Expenses Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Auxiliary Services Coordinator, HVAC Technician Problem Statements: District Processes & Programs 10 Funding Sources: - 199 - General Fund - \$200,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Castleberry ISD will continue to review, monitor, and revise the Ten Year Roofing Replacement Plan by conducting an annual review to determine purchases based on age of roof and analyze costs occurred in past years. Strategy's Expected Result/Impact: Revised Ten Year Roofing Replacement Plan Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Auxiliary Services Coordinator Problem Statements: District Processes & Programs 10 Funding Sources: - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 10: It is difficult to forecast and budget for future and unexpected expenses as it pertains to Capital Improvement Projects (HVAC & Roofing) and the Replacement Plan with limited funds. Root Cause: Rate of inflation and availability of supply inventories impacts budget planning. Problem Statement 22: Limited local capital and operational funds restrict the district's ability to independently finance essential safety, security, and energy-efficiency upgrades, creating a reliance on competitive grants and state funding programs to support future growth. Root Cause: Declining or stagnant state revenue allocations, combined with sustained inflation and rising operational costs, leave minimal margin in the general fund to allocate toward capital-intensive safety and energy projects.
Perceptions
Problem Statement 4: Limited local capital and operational funds restrict the district's ability to independently finance essential safety, security, and energy-efficiency upgrades, creating a reliance on competitive grants and state funding programs to support future growth. Root Cause: Declining or stagnant state revenue allocations, combined with sustained inflation and rising operational costs, leave minimal margin in the general fund to allocate toward capital-intensive safety and energy projects.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 3: Continue to be fiscally responsible and maintain a balanced budget while sustaining current equipment and planning for future needs over the next five years while increasing the Fund Balance by \$200,000 or more.

Evaluation Data Sources: Monthly Financial Report, Monthly Bank Reconciliation, Federal Salary Drawdown

Strategy 1 Details	Reviews			
Strategy 1: Castleberry ISD will continue to review, monitor, and revise the CISD Energy Management Plan with a focus on classroom and campus energy reminders over school holidays and perform quarterly campus and department walkthroughs for unapproved appliance usage. Strategy's Expected Result/Impact: Efficient Energy Bills, Facilities, and Operations Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations Problem Statements: District Processes & Programs 26	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Castleberry ISD will continue to review, monitor, and revise the Long Range Replacement Plan. Strategy's Expected Result/Impact: Maintenance of High Quality Facilities and Equipment Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations Problem Statements: District Processes & Programs 25 Funding Sources: - 199 - General Fund - \$1,000,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Castleberry ISD will continue to review, monitor, and revise the Capital Improvement Projects List. Strategy's Expected Result/Impact: Maintenance of High Quality Facilities Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations Problem Statements: District Processes & Programs 10 Funding Sources: - 199 - General Fund - \$200,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Castleberry ISD will continue to review, monitor, and revise the Construction Budget through OAC Meetings, reviews of PCI's and RFI's, and a weekly bond funds reconciliation process for all soft costs. Strategy's Expected Result/Impact: Successful Construction Project Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Executive Director of Financial Services Problem Statements: District Processes & Programs 18	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Castleberry ISD will continue to provide state of the art technology throughout the district, including modern technology hardware, innovative data and analytical solutions, and solutions to enhance teaching and learning. Strategy's Expected Result/Impact: Staff and Student Technology Devices Included in 5 Year Replacement Plan, Internet Connection at Home for All Students Staff Responsible for Monitoring: Director of Technology, Teaching, Learning, and Innovation Department Funding Sources: Technology Equipment - 199 - General Fund - 6300 - \$285,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The Budget Dashboard will be reviewed monthly during Board of Education meetings. Strategy's Expected Result/Impact: Closely Monitored Budget, Spending Within Budget Staff Responsible for Monitoring: Executive Director of Financial Services	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

District Processes & Programs
Problem Statement 10: It is difficult to forecast and budget for future and unexpected expenses as it pertains to Capital Improvement Projects (HVAC & Roofing) and the Replacement Plan with limited funds. Root Cause: Rate of inflation and availability of supply inventories impacts budget planning.
Problem Statement 18: Fiscal pressures and district-wide budget constraints place strain on the general budget, creating potential financial risks for maintaining the scope and timeline of the new high school construction project. Root Cause: While we do not anticipate any problems with completing this project within budget, project closeouts are challenging because it applies pressure on outside contractors to complete work already agreed upon.
Problem Statement 25: Without regular updates and continuous monitoring of the Long Range Replacement Plan, the district faces unpredictable equipment failures, delayed capital improvements, and inefficient allocation of operational funds across campuses. Root Cause: Maintenance and operations personnel have historically been focused on addressing immediate, reactive repairs rather than maintaining a continuous, forward-looking audit of long-term capital assets.

District Processes & Programs
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Problem Statement 26: Inefficient energy use across campuses--including unmonitored classroom electronics over holiday breaks and unauthorized personal appliances--drives up utility expenditures and diverts operational funds away from instructional priorities. Root Cause: Energy management practices have historically relied on voluntary compliance rather than continuous monitoring, scheduled holiday walkthroughs, and campus-level accountability metrics.
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Goal 4: Implement Effective and Efficient Operations

Performance Objective 4: Achieve a School FIRST district score of a 94 or above for the 2027-2028 rating based on school year 2026-2027 audit data.

Evaluation Data Sources: Monthly budget reviews, cashflow, federal funds drawdowns

Strategy 1 Details	Reviews			
Strategy 1: Financial Services will continuously monitor all School FIRST indicators throughout the 2026-2027 fiscal year and audit process to identify and address potential compliance concerns promptly. Strategy's Expected Result/Impact: Receive maximum points for critical, solvency and financial competency indicators. Staff Responsible for Monitoring: Chief Financial Officer Problem Statements: District Processes & Programs 16	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Financial Services will continue to work with Talent Acquisition to ensure that all salary budget codes are in the correct function as well as PIC codes. Strategy's Expected Result/Impact: Salary Budget Codes in Line with Correct Function and Area of Services Staff Responsible for Monitoring: Chief Financial Officer	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

District Processes & Programs
Problem Statement 16: District financial processes are not consistently aligned with School FIRST requirements and proper salary coding. Root Cause: The district lacks standardized monitoring, documented procedures, and ongoing staff training.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 5: A safe and orderly learning environment will be established by ensuring that 100% of staff and students are trained on safety policies, procedures, and protocols by October 1, 2027.

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

Strategy 1 Details	Reviews			
Strategy 1: Enforce and oversee the implementation of newly mandated safety standards for schools while ensuring a method of continuous monitoring to meet the new compliance timeframe by purchasing the necessary state mandated equipment through safety grants and local monies. Strategy's Expected Result/Impact: Improved School Safety for Students, Staff, and Visitors, Clear and Concise Communication to all Stakeholders, Proactively Prepared for Emergency Situations Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, CISD Police Department, Safety and Security Coordinator Problem Statements: District Processes & Programs 19, 23 Funding Sources: - SVPP COPS Grant, - COPS School Violence Prevention Program	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review and revise the Emergency Operations Plan (EOP) and Active Threat Annex for the 2026-2027 school year in compliance with the Texas School Safety Center. Strategy's Expected Result/Impact: Safety Schools for Students, Staff, and Visitors, Clear and Concise Communication to Stakeholders, Proactive Preparation for Emergency Situations Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principals Problem Statements: Perceptions 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement student, staff, and parent surveys to collect valuable feedback about the safety measures and protocols that are currently in place as is required by TEC. 37.108. Strategy's Expected Result/Impact: Feedback collected to address Concerns, Plans for Future Funding Costs Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principals Problem Statements: District Processes & Programs 24	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Meet quarterly with Counselors, Social Workers, and the Director of Policy and Student Support to review threat assessment cases and to provide feedback and future training and resources to staff and students. Strategy's Expected Result/Impact: Improved Student, Staff, and Parent Communication Before, During, and After an Emergency Crisis Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities and Operations, Communications Coordinator, CISD Police Department, Principals, Safety and Security Coordinator, Assistant Principals Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will provide training in trauma-informed care to district educators by October 31, 2026 and then through new hire mandatory training beginning in the 2026-2027 School Year in compliance with TEC.11.252 and TEC 38.036. Strategy's Expected Result/Impact: Increased Awareness of the Effects of Trauma Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Director of School Policy and Student Support, Counselors Problem Statements: Demographics 2, 5 - District Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: The district will implement the discipline management plan as outlined in the Student Code of Conduct including prevention of and education concerning bullying, unwanted physical or verbal aggression and sexual harassment in school, on school grounds, and in school vehicles in accordance with TEC.11.252 and TEC37.083. Strategy's Expected Result/Impact: Improved Student Behavior, Increased Student Awareness of Prevention for Unwanted Physical or Verbal Aggression and Sexual Harassment Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Director of School Policy and Student Support, Counselors Problem Statements: Demographics 3, 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2: The preliminary attendance rate for the 2025-2026 school year is below the 95% goal, which impacts budget projections. **Root Cause:** Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.

Problem Statement 3: There were 39 total instances of students being caught with vapes containing nicotine or marijuana during the 2025-2026 school year. **Root Cause:** Students do not understand the harmful effects and become addicted to nicotine and THC.

Problem Statement 4: There were 1324 discipline incidents in 2025-2026 that resulted in ISS, OSS, and/or DAEP, which is a decline from the 1600 incidents in 2024-2025. **Root Cause:** While there has been improvement, there is still the need for stronger and more aligned supports with behavior and social emotional learning for all tiers.

Problem Statement 5: In 2025-2026 62 incidents were reported to and tracked by the threat assessment team. **Root Cause:** More students are in crisis and experiencing trauma. They are in need of more support significant support.

District Processes & Programs

Problem Statement 6: When students are faced with significant mental health or social emotional issues, school based resources are helpful; but sometimes additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

Problem Statement 19: Time, curriculum, procedures must be identified to fulfill newly mandated safety requirements. **Root Cause:** The state has mandated new safety requirements that must be completed.

Problem Statement 23: State-mandated safety compliance timeframes and equipment requirements create operational and financial challenges for the district, placing strain on local funds and requiring rapid acquisition of competitive safety grants to avoid compliance delays. **Root Cause:** State safety mandates are introduced with strict compliance deadlines but without dedicated, immediate state funding allocations, forcing the district to rely on limited local reserves and unpredictable grant cycles.

Problem Statement 24: Direct feedback regarding current campus safety measures and emergency protocols is not systematically collected across student, staff, and parent groups, limiting stakeholder input and complicating compliance with Texas Education Code SS37.108 survey mandates. **Root Cause:** Administrative time and dedicated personnel have been focused on executing daily safety operations rather than developing and managing systematic feedback mechanisms for students, staff, and parents.

Perceptions

Problem Statement 5: Rapidly evolving state security mandates and Texas School Safety Center (TxSSC) requirements necessitate annual, complex revisions to the Emergency Operations Plan (EOP) and Active Threat Annex, creating continuous operational demands for district review, alignment, and implementation. **Root Cause:** Frequent revisions to state safety legislation and Texas School Safety Center (TxSSC) audit standards outpace the district's routine administrative review cycles, stretching the operational capacity of staff designated to manage emergency preparedness.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 6: 100% of Threat Assessments will be entered in Sentinel and comply with legally required components by June 2027.

Evaluation Data Sources: 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 Details	Reviews			
Strategy 1: Collect, review, and incorporate data collected from the teacher threat assessment questionnaire and the parent interview into the overall threat assessment process. Strategy's Expected Result/Impact: Decreased Number and Severity of Threat Assessments, Increased Proactive Communication with Staff and Parents Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review threat assessment cases on a quarterly basis with Counselors, Social Workers, and the Director of Policy and Student Support to analyze trends and ensure fidelity of student support plans. Strategy's Expected Result/Impact: Decreased Number and Severity of Threat Assessments, Increased Proactive Communication with Staff and Parents Staff Responsible for Monitoring: Assistant Superintendent of Students Services, Facilities, and Operations, Director of School and Student Support, Crisis Counselors, Counselors Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 5: In 2025-2026 62 incidents were reported to and tracked by the threat assessment team. Root Cause: More students are in crisis and experiencing trauma. They are in need of more support significant support.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 7: Each campus will ensure all students in the bottom 1% for discipline have documented support plans monitored quarterly through MTSS by June 2027.

Evaluation Data Sources: MTSS documentation
Discipline Data
MTSS Schedules/Calendar

Strategy 1 Details	Reviews			
Strategy 1: Incorporate Tier 1 Behavior Management into data walk forms and provide feedback and teacher assistance as necessary through coaching plans and feedback from administrators. Strategy's Expected Result/Impact: Reduction in Discipline Referrals, Threat Assessments, and Reactive Counseling Services Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals, Counselors, Teachers Problem Statements: Demographics 3, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor the implementation of Social Emotional Learning (SEL) time and Tier 1 lessons at each campus. Strategy's Expected Result/Impact: Reduced Discipline Referrals, Meet Requirements for Bully Prevention Instruction Staff Responsible for Monitoring: Director of School and Student Support, Principals, Assistant Principals Results Driven Accountability Problem Statements: Demographics 4, 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers, Panorama, and associated Special Education referrals with a focus on secondary campuses and viable alternatives. Strategy's Expected Result/Impact: Increase in Timely Intervention for Behavior Needs, Decrease in Discipline Referrals for ED Students Staff Responsible for Monitoring: Special Programs Department, Director of School and Student Support Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: The Director of School and Student Support and the At-Risk Outreach Coordinator will meet monthly with campus administrators to review data identifying general education and special education students in need of MTSS support for behavior and to review interventions that are currently in place. Strategy's Expected Result/Impact: Reduction in Discipline Referrals, Threat Assessments, and Reactive Counseling Services Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/ MTSS, Crisis Counselors, Social Workers Problem Statements: Demographics 3, 4, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All campuses will implement the universal 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, Threat Assessments, and Reactive Counseling Services Staff Responsible for Monitoring: Director of School and Student Support, Special Programs Coordinator 504/ MTSS, Crisis Counselors, Principals, Social Workers, Counselors, Teachers Problem Statements: Demographics 2, 4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide services to address Dyslexia, homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings in accordance with TEC 11.252. Strategy's Expected Result/Impact: Annual Attendance Goals Met Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Director of School and Student Support, Principals, Special Education Department, Counselors Problem Statements: Demographics 4 Funding Sources: Clothing, Supplies, Transportation for homeless students - TEHCY Grant - 6300 - \$8,200	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Ensure 100% of Skyward student records at all campuses accurately show disciplinary removals, attendance records including students who receive outside services, and report cards. Strategy's Expected Result/Impact: Increased Accuracy of Skyward Records Staff Responsible for Monitoring: Executive Director of Educational Leadership, Director of Special Programs, Director of School and Student Support, Principals, Management Information Systems Coordinator, Stronger Connections Grant Coordinator, Assistant Principals, Data Management Secretaries, Attendance Clerks Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: 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, Assistant Principals, Principal of the Alternative Learning Center Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: The preliminary attendance rate for the 2025-2026 school year is below the 95% goal, which impacts budget projections. Root Cause: Families lack a thorough understanding of the short and long term effects of poor attendance and often do not realize how many days their child has missed.
Problem Statement 3: There were 39 total instances of students being caught with vapes containing nicotine or marijuana during the 2025-2026 school year. Root Cause: Students do not understand the harmful effects and become addicted to nicotine and THC.
Problem Statement 4: There were 1324 discipline incidents in 2025-2026 that resulted in ISS, OSS, and/or DAEP, which is a decline from the 1600 incidents in 2024-2025. Root Cause: While there has been improvement, there is still the need for stronger and more aligned supports with behavior and social emotional learning for all tiers.
Problem Statement 5: In 2025-2026 62 incidents were reported to and tracked by the threat assessment team. Root Cause: More students are in crisis and experiencing trauma. They are in need of more support significant support.
Problem Statement 6: In 2025-2026 there were 20 more instances of IMMS students being caught with vapes than the previous year. Root Cause: Students see vaping as a way to get attention or fit in.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 8: Castleberry will be 100% in compliance with staff Mental Health First Aid training requirements by June 2027.

Evaluation Data Sources: Digital Completion Reports

Strategy 1 Details	Reviews			
Strategy 1: Mental Health First Aide Training will be provided to staff through the compliance bundle. 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 Special Education, Director of School and Student Support, Principals, Social Workers, Crisis Counselor, and Counselors Problem Statements: Demographics 3, 4, 5, 6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness. Strategy's Expected Result/Impact: Increased Student Safety, Decreased Self Harm Incidents, Safe and Secure Campuses and Facilities Staff Responsible for Monitoring: Director of School and Student Support, CISD Police Department, Counselors, Social Workers Problem Statements: Demographics 5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase mental health awareness with a focus on educational training for parents, teachers, counselors, social workers, police officers, and administrators. Strategy's Expected Result/Impact: Increased Availability of Resources for Staff, Students, and Families Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Facilities, and Operations, Director of School and Student Support, Counselors, Social Workers Problem Statements: Demographics 4 Funding Sources: Supplies and materials - 211 - Title I, Part A - 6300 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 3: There were 39 total instances of students being caught with vapes containing nicotine or marijuana during the 2025-2026 school year. Root Cause: Students do not understand the harmful effects and become addicted to nicotine and THC. Problem Statement 4: There were 1324 discipline incidents in 2025-2026 that resulted in ISS, OSS, and/or DAEP, which is a decline from the 1600 incidents in 2024-2025. Root Cause: While there has been improvement, there is still the need for stronger and more aligned supports with behavior and social emotional learning for all tiers. Problem Statement 5: In 2025-2026 62 incidents were reported to and tracked by the threat assessment team. Root Cause: More students are in crisis and experiencing trauma. They are in need of more support significant support. Problem Statement 6: In 2025-2026 there were 20 more instances of IMMS students being caught with vapes than the previous year. Root Cause: Students see vaping as a way to get attention or fit in.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 9: CISD's Talent Acquisition and Development Department will enhance and expand the talent pipeline to attract, recruit, and retain highly qualified educators and maintain the teacher retention rate at 82% or above by June 2027.

Evaluation Data Sources: TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis

Strategy 1 Details	Reviews			
Strategy 1: Evaluate current compensation package and work with Steady State Impact to design and implement a performance-based pay schedule. Strategy's Expected Result/Impact: Increased Employee Satisfaction and Retention Rate, Enhanced Recruitment of High-Quality Staff Staff Responsible for Monitoring: Superintendent, Director of Talent Acquisition and Development Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct ongoing annual certification audits to ensure all instructional staff meet state licensure and certification standards or the District of Innovation exemption for non-certified teachers in alignment with new legislation. Strategy's Expected Result/Impact: 100% of Teaching Staff Meet State Licensure and Certification Standards, Increased Teacher Retention, Increase in Highly Effective Teachers, Improved Student Achievement and Engagement Staff Responsible for Monitoring: Superintendent, Director of Talent Acquisition and Development, Principals Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Evaluate and expand Teacher Incentive Allotment eligible positions to support a competitive strategic compensation plan until at least 95% of teaching assignments are TIA-eligible. Strategy's Expected Result/Impact: Increased Teacher Retention Staff Responsible for Monitoring: Director of Talent Acquisition and Development Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Streamline processes and procedures to expedite the hiring and onboarding process to ensure hirees accept offered positions and remain with Castleberry ISD. Strategy's Expected Result/Impact: Prevention of Potential Hirees Accepting Positions Elsewhere Staff Responsible for Monitoring: Director of Talent Acquisition and Development, Principals Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Continue to monitor, evaluate, and provide tuition reimbursement for employees seeking educator certification and career advancement. Strategy's Expected Result/Impact: Increased Capacity of Current Employees, Increased Talent Pool of Certified Teachers Staff Responsible for Monitoring: Director of Talent Acquisition and Development Problem Statements: Demographics 1 Funding Sources: Tuition - 199 - General Fund - 6200 - \$90,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Improve district communication and positive climate initiatives. Strategy's Expected Result/Impact: Improved Job Satisfaction Ratings Staff Responsible for Monitoring: Superintendent, Director of Talent Acquisition and Development, Communications Officer	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Continue a coaching model that includes the assignment of a coach to new teachers and other teachers as needed and establish a mentorship program to provide social/emotional support and collaboration for new teachers. Strategy's Expected Result/Impact: Improved Instructional Quality, Increased Capacity of Teachers, Increased Teacher Retention, Improved Student Achievement and Engagement, Efficient Use of District Resources Staff Responsible for Monitoring: Superintendent, Content Coordinators, Principals, Instructional Mentors/Coaches Problem Statements: Demographics 1 Funding Sources: Human Resources - 211 - Title I, Part A - 6100 - \$280,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Streamline the substitute process to improve fill rates for teachers. Strategy's Expected Result/Impact: Increased Job Satisfaction Ratings Staff Responsible for Monitoring: Director of Talent Acquisition and Development, Principals, Campus Absence Monitors Problem Statements: Demographics 1 Funding Sources: Red Rover Substitute Tracking System - 199 - General Fund - 6300 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Expand and strengthen the CISD educator pipeline through Strategic Staffing Grant implementation by pairing resident teachers with exemplary host teachers to deliver hands-on mentoring, aligned professional learning, and job-embedded support, creating a seamless transition into full-time teaching roles. Strategy's Expected Result/Impact: The District will support resident teachers through job-embedded co-teaching and targeted professional development to prepare them as CISD's next generation of educators to ensure a homegrown talent pipeline. Staff Responsible for Monitoring: Director of Talent Acquisition and Development, Principals Problem Statements: Demographics 1 Funding Sources: Host Teacher stipends, resident salaries - Residency- Prep Grant - 6100 - \$78,000, - Strategic Staffing- Prep Grant - 6100 - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 9 Problem Statements:

Demographics
Problem Statement 1: 34.4% of teachers in Castleberry ISD have 5 or less years of experience versus 28.3% at the state level (source TAPR 2024-2025). Root Cause: The Castleberry ISD turn over rate remains higher than the state according to the 2024-2025 TAPR (CISD: 23.3% vs State: 18.8%). However, preliminary data indicates the Castleberry ISD turnover rate for 2025-2026 will be below 20%.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 10: Enhance the district's next-generation firewall and endpoint protection systems with AI-enabled intrusion detection, response, and automated containment capabilities, establishing operational baselines by March 2027 and achieving improved detection and response times, a 25% reduction in critical vulnerabilities, and 95% or greater internal cybersecurity audit compliance by June 2027.

Evaluation Data Sources: Internal network security assessments, External network security assessments through the Cybersecurity and Infrastructure Security Agency (CISA), Cybersecurity risk assessment aligned with the Texas Cybersecurity Framework (TCF), AI detection and response telemetry (detection/response metrics, containment logs), Analysis of results from simulated cyber attacks to gauge staff and student cybersecurity awareness

Strategy 1 Details	Reviews			
Strategy 1: Evaluate and implement AI-driven detection and response capabilities that integrate with the district's existing firewall and endpoint protection systems, with review of student data privacy and AI governance considerations. Strategy's Expected Result/Impact: Have an approach selected and implementation plan documented by December 2026; operational deployment with established baselines by March 2027. Staff Responsible for Monitoring: Executive Director of Technology Operations, Cybersecurity Coordinator Problem Statements: District Processes & Programs 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to perform network security audits to assess potential cybersecurity risks and validate the effectiveness of AI-enhanced detection and prevention controls, in order to prevent student and staff data breaches and interruptions to instruction and business operations. Strategy's Expected Result/Impact: Detect and mitigate cybersecurity threats in district systems; prevent future threats. Staff Responsible for Monitoring: Cybersecurity Coordinator, Technology Operations Department Problem Statements: District Processes & Programs 13 Funding Sources: Maintenance and Operations - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 10 Problem Statements:

District Processes & Programs
Problem Statement 13: Since 2020, Education has become the most attacked industry in the cybersecurity world. The district mitigates thousands of attempted attacks per month. Root Cause: All teaching and learning was abruptly taken online during the pandemic.

Goal 4: Implement Effective and Efficient Operations

Performance Objective 11: Develop a flexible, district-managed analytics platform integrating student assessment, attendance, demographic, and SEL data, operational for district and campus leaders by January 2027 and expanded to educators by June 2027, enabling district-wide progress monitoring with enhanced focus on higher-need student cohorts identified through 2025-2026 STAAR results.

Evaluation Data Sources: Curated educator-facing live datasets from Skyward and other district information platforms, STAAR and district benchmark assessment results, Student attendance and demographic data, SEL data from external screening platforms, Platform usage and adoption analytics

Strategy 1 Details	Reviews			
Strategy 1: The Technology Operations Department, in collaboration with the Teaching, Learning, and Innovation department, will develop and integrate district-managed datasets encompassing student assessment, attendance, demographic, and SEL data into a unified analytics environment with role-based access and student data privacy safeguards. Strategy's Expected Result/Impact: Platform operational with all four data domains integrated and curated dashboards available to district and campus leaders by January 2027; reduced dependence on third-party pre-built reporting. Staff Responsible for Monitoring: Executive Director of Technology Operations, Management Information Systems Coordinator, Management Information Systems Data Analyst Problem Statements: District Processes & Programs 12	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand platform access to educators with targeted views and training, including cohort-level monitoring of higher-need student groups identified through 2025-2026 STAAR results. Strategy's Expected Result/Impact: All campus leadership teams actively using the platform and educator access deployed by June 2027; increased ability for administrators and educators to monitor student progress in real time. Staff Responsible for Monitoring: Executive Director of Technology Operations, Management Information Systems Coordinator, Management Information Systems Data Analyst Problem Statements: District Processes & Programs 12 Funding Sources: Maintenance and Operations - 199 - General Fund	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 11 Problem Statements:

District Processes & Programs
Problem Statement 12: CISD staff many times work within isolated "data silos" essentially cutting off access to crucial data that other individuals and departments could use to support teaching and learning. Root Cause: There is a poor understanding of existing student information systems, as well as a lack of professional learning.