

# Castleberry Independent School District District Improvement Plan

## 2023-2024



**Board Approval Date:** October 16, 2023  
**Public Presentation Date:** September 11, 2023

# Mission Statement

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

## Vision

INSPIRE - EMPOWER - INNOVATE

## Core Beliefs

### 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.

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# Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

## Demographics

### Demographics Summary

Castleberry ISD is located five miles west of downtown Fort Worth, in a densely populated community covering an area of approximately 5.438 square miles. The district includes the City of River Oaks (pop. 7,646), a large portion of Sansom Park (pop. 5,438), and a portion of the City of Fort Worth (enrollment area, pop. 9,929). Castleberry ISD is bound on the west and the south by the Trinity River, on the east by Fort Worth, and the north by Lake Worth. Castleberry ISD consists of seven campuses: Castleberry Elementary, A. V. Cato Elementary, Joy James Academy of Leadership, Irma Marsh Middle School, Castleberry High School, REACH High School, and TRUCE Learning Center.

For the 2022-2023 school year, CISD staff consisted of 598 employees which are teachers, administrators, and support staff committed to providing a high quality learning environment for the 3,710 students enrolled in the district.

The student body at Castleberry ISD is 88.1% economically disadvantaged and comes from a diverse background: 82% of students are Hispanic, 14% of students are White, 2% are African-American, and 2% Other.

Additional demographics include:

- 75.1% At Risk
- 37% EB
- 13.3% Special Education
- 37% Bilingual/ESL Education
- 6.8% Gifted and Talented
- 100% Title 1
- 475 Transfer Students (2023-2024 school year)

The Castleberry Independent School District strives to provide the finest education to our students. 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 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 campus leaders are valued, culturally aware, sensitive to students' needs, instructional coaches, effective communicators, and foster a climate of belonging and success.
- 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 and community.

### Demographics Strengths

- In response to student population trends, teacher population is continuing to increase as more of a reflection of the student population. For example, 83% of students are Hispanic and 26% of teachers are Hispanic. The total of minority staff equals 38.6%.
- The average experience of principals in the district is 7.5 years in comparison to 6.4 statewide.
- At the conclusion of the 2021-2022 school year, we had an increase from 23.7% of staff members that had more than 10 years of experience in education to 29.1%.
- The beginning year salary for a new teacher in Castleberry ISD was \$60,892 versus the state average of \$51,054 for the 2022-2023 school year. For the 2023-2024 school year, the beginning teacher

- salary is \$62,025 which is one of the top salaries in the county.
- The district employs a certified librarian on each campus.
- Central administration makes up .7% of staff and is similar to the statewide percent of 1.2%.
- The attendance rate for the 2020-2021 school year was at 96.4% which was above both the state (95%) and the region (95.2%) according to the 2021-2022 TAPR report. The preliminary attendance rate for the 2022-2023 school year has dropped to 92.7%.
- Castleberry High School has 36.4% participation in dual course opportunities in comparison to the state (25.9%) and the region (20.3%) according to the 2021-2022 TAPR report.
- Castleberry High School continues to lead the state with CCMR ready graduates at 74% for the class of 2022.
- Preliminary four-year graduation rate for the class of 2023 is 97%.
- 37% of the student population are in the Bilingual or ESL program.
- According to the 2021-2022 TAPR, CISD increased from 6.1% to 6.8% of students receiving gifted and talented services.
- Last year, the district added a dedicated gifted and talented instructional coach for professional development and coaching to support the instruction in the classroom. For the 2023-2024 school year, the coach has moved to a Coordinator of Gifted and Talented Services role.
- With a strong focus on literacy, the district has 4 literacy coaches: early literacy, intermediate humanities, middle school RLA, and high school RLA. Castleberry ISD is also a part of the Texas Reading Initiatives (TRI) Grant at the secondary level which provides additional coaching, support, and professional learning.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 6.8% of students in Castleberry ISD receive gifted and talented services versus 8% at the state level. **Root Cause:** Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

**Problem Statement 2 (Prioritized):** 42.8% of teachers in Castleberry ISD have 5 or less years of experience versus 34.6% at the state level (source TAPR 2021-2022). **Root Cause:** High turnover rate (CISD: 24.8% vs State: 17.7% (source TAPR 2021-2022)).

**Problem Statement 3 (Prioritized):** Enrollment continues to be stable and needs to increase. **Root Cause:** Many surrounding districts compete with other districts, charters, and private schools for students in districts.

**Problem Statement 4 (Prioritized):** The preliminary attendance rate for the 2022-2023 school year has dropped to 92.7%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

**Problem Statement 5 (Prioritized):** The number of students sent to DAEP for marijuana/THC related offences rose by 50% in 2022-2023. **Root Cause:** Students report using marijuana/TCH to mask symptoms of anxiety and depression. THC is becoming easier to obtain in the form of vaping devices.

**Problem Statement 6 (Prioritized):** During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12% **Root Cause:** Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers.

**Problem Statement 7 (Prioritized):** In 2022-2023 CISD reported over 100 threat assessments. **Root Cause:** More students are in crisis and experiencing trauma. They are in need of more support than in the past.

# Student Learning

## Student Learning Summary

The 2021-2022 was the first year since 2018-2019 for the district to receive a letter grade from the state under the A-F State Accountability System.

For the 2021-2022 academic year, Castleberry ISD received a "B" (86) letter grade under the A-F State Accountability System. For the 2022-2023, we are expecting a decline to a C under the new accountability and assessment system. Our accountability will be released at the end of September, 2023. In the spring of 2023, TEA released a "what if" which used the 2022 accountability data and recalculated based on the new 2023 accountability refresh. Below are the "what ifs":

2022 A-F Accountability	Economically Disadvantaged	Enrollment 3rd-12th	Campus Weight	Student Achievement	Student Progress	Closing the Gaps	Overall
Castleberry ISD	88.1%	N/A	N/A	80 / B	90 / A	75 / C	86 / B

A-F What If?	Economically Disadvantaged	Enrollment 3rd-12th	Campus Weight	Student Achievement	Student Progress	Closing the Gaps	Overall
Castleberry ISD	88.1%	2,641	N/A	69 / D	76 / C	72 / C	75 / C

### The new 2023 accountability system refresh includes changes in:

- District ratings are calculated by weighting each campus's rating based on their 3-12 enrollment
- In Student Achievement, high schools and K-12s have increased standards for college, career, and military readiness and graduation rates
- In Student Progress, a new look at year to year change captures growth for more students and includes learning acceleration (HB4545)
- Closing the Gaps includes more students with the minimum number of students in a group set to 10; credit available to earn is up to 4 points, aligned with updated long-term targets; scoring now focuses on the student groups most in need.
- If a school has <70 in 3 out of the 4 areas, the highest overall they can receive is a 69

### The new 2023 assessment system includes changes in:

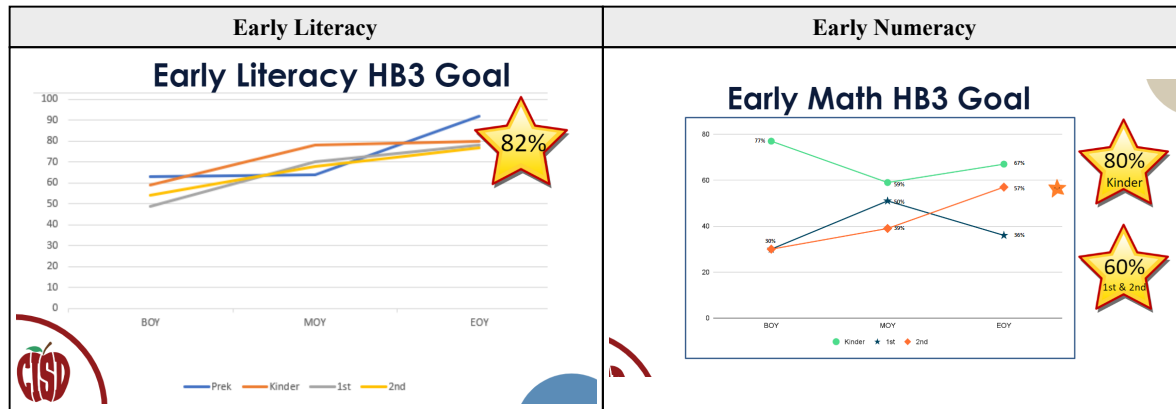
- New interactive item types on every assessment (3rd - EOCs) with some counting 2 points
- Short constructed response (SCRs) on every assessment excluding Math to support evidence based writing
- Extended constructed responses (ECRs) on all RLA assessments (3rd-English II) with reading response prompt including new rubrics and grading guidelines to support evidence based writing
- RLA assessment has cross-curricular passages
- All students moved to online testing

For the 2023 accountability our preliminary achievement data is below. Green show were we have seen some increases as compared to the 2022 accountability and red is where we have decreased as

compared to the 2022 accountability.

Elementary				Middle School				High School			
STAAR TESTS	2022-23			STAAR	2022-23			STAAR	2022-23		
	STAAR				CISD						
	App	Meet	Mast		App	Meet	Mast		App	Meet	Mast
<b>Math</b>											
3rd	60.23%	29.34%	12.38%	6th	58.00%	22.00%	4.00%	<b>Algebra 1</b>	75.78%	28.88%	10.87%
4th	63.67%	34.38%	10.94%	7th	34.00%	7.00%	0.00%	<b>English 1</b>	60.00%	40.00%	6.00%
5th	77.53%	37.89%	11.89%	8th	58.00%	30.00%	4.00%	<b>English 2</b>	65.94%	46.25%	2.50%
								<b>Biology</b>	77.29%	33.04%	6.78%
<b>Reading</b>				<b>Reading</b>				<b>History</b>	95.20%	66.00%	28.40%
3rd				6th	69.00%	44.00%	14.00%				
English	68.30%	44.65%	14.88%	7th	63.00%	37.00%	13.00%				
Spanish	68.67%	29.17%	14.58%	8th	75.00%	50.00%	22.00%				
4th											
English	71.36%	35.21%	13.62%	<b>Science</b>							
Spanish	64.29%	42.86%	16.67%	8th	56.00%	32.00%	9.00%				
5th											
English	78.34%	52.07%	16.13%	<b>Social Studies</b>							
Spanish	64.71%	23.53%	0.00%	8th	46.00%	24.00%	10.00%				
<b>Science</b>				<b>Algebra 1</b>	98.00%	72.00%	38.00%				
5th											
English	55.65%	26.96%	10.67%								

For students to be successful in upper grade levels and post-secondary, the foundation of learning must be strong with little to no learning gaps. Castleberry ISD has a strategic focus including a progress monitoring process in place for our early literacy and numeracy student outcomes (HB3). Below is the beginning, middle, and end of year data for each of the early childhood areas.



School districts receive a bonus for each student who successfully meets the TSI criteria over a designated threshold. The thresholds for CISD and performance for 2023 accountability are included below (based on 2021 data).

Outcome Bonuses 2023 (based on 2021 data)	Total Graduates	Total Graduates Needed to Meet the Threshold	Graduate Who Met the TSI Criteria in Reading and Math	Bonus Outcomes Awarded
Economically Disadvantaged	185	20	17	0
Non-Economically Disadvantaged	54	12	12	0
Special Education	24	0	0	0

For our students to be successful in the intermediate and secondary grade levels as well as be prepared for post secondary, it is important that our students have a strong start in the early childhood years. Castleberry ISD has a strategic focus and is strongly committed to early literacy and early numeracy through providing research based professional learning and resources to address the needs of our early learners. Just like with the STAAR/EOC grade levels, we progress monitor the early childhood grades as well to ensure we are closing gaps and students are progressing in their learning. The graphs below show our beginning, middle, and end of year data in both literacy and numeracy and how CISD performed in relation to the 2022-2023 HB 3 goals.



## Student Learning Strengths

For the 2022-2023 school year, the following are student academic achievement strengths:

### Early Literacy Strengths (Sources: Eduphoria, CLI Engage, TPEIR Report)

- 92% of all Prek students showed “Developed” on literacy measures on the end-of-year CIRCLE assessment. This is a 4% increase from the previous year.
  - 93% English students
  - 91% Emergent Bilinguals
- 80% of all Kinder students scored “meets” or “exceeds” on TX KEA end-of-year.
  - 94% Emergent Bilinguals scored “meets” or “exceeds”
- 77% of all 2nd grade students scored “meets” or “exceeds” on TPRI (English) or Tejas Lee (Spanish) end-of-year. This is a 19% increase.
  - 84% of Emergent Bilinguals scored “meets” or “exceeds”
- 86% of students who attended prek in 20-21 showed Kindergarten Readiness in 21-22.
  - Early literacy coach supports teachers in meeting the unique needs of early literacy learners
  - Weekly PLCs with Pk teachers led to targeted instruction in the classroom.

### Intermediate ELA Strengths (Source: TXSchools.org, Eduphoria)

When comparing 2022 to 2023 accountability:

- 3rd Grade STAAR **Meets** percentages increased from 21 to 29 (8% gain)
- 3rd Grade Bilingual STAAR **Masters** percentages increased from 15 to 19 (4% gain)
- 4th Grade STAAR **Meets** percentages increased from 20 to 35 (15% gain)
- 4th Grade Bilingual STAAR **Meets** percentages increased from 10 to 26 (16% gain)
- 5th Grade STAAR **Meets** percentages increased from 17 to 36 (19% gain)
- 5th Grade Bilingual STAAR **Meets** percentages increased from 4 to 24 (20% gain)
- ELAR coach supports grades 3-5 in meeting the instructional and assessments needs for intermediate grade level teachers

### Secondary ELA Strengths (Source: Eduphoria, TXSchools.org)

Trends in 2023 Accountability:

- 6th Grade average ECR score was slightly higher than the state and region average score
- 8th Grade average ECR score was slightly higher than the state and region average score

When comparing 2022 to 2023 accountability:

- 6th Grade STAAR Meets percentages for ALL students increased 17% percentage points
  - 6th Grade Current Emergent Bilinguals Meets percentage increased 19% percentage points
  - 8th Grade Current Emergent Bilinguals Meets percentage increased 9% percentage points
  - English I had a slight increase in Meets and Masters percentages
  - English II Retesters: Summer 2023 16 students passed the English II EOC Summer 2022 8 students passed
- Both the middle school and high school were awarded a Texas Reading Initiative grant which provides funding for a dedicated ELAR Instructional Coach for each campus.

### Elementary Math Strengths (Source: Eduphoria, TXSchools.org)

#### Early Numeracy Strengths:

- 91% of all PreK students are on track according to the Circle Math Assessment

- Kinder maintained Meets and Masters from BOY to EOY STEMscopes Math Assessments (\*First year of data collection.)
- 1st Grade increased 6 points in Meets and 5 points in Masters from BOY to EOY on their STEMscopes Math Assessments (\*First year of data collection.)
- 2nd Grade increased 27 points in Meets and 15 points in Masters from BOY to EOY on their STEMscopes Math Assessments (\*First year of data collection.)

### 3rd Grade:

Trends is 2023 Accountability:

- Economically Disadvantaged outperformed all students in meets
- Hispanic outperformed all students in meets and masters
- Emergent Bilingual outperformed all students in approaches, meets, and masters

When comparing 2022 to 2023 accountability:

- Hispanic increased 21 percentage points in approaches, 17 percentage points in meets, and 5 percentage points in masters
- White increased 30 percentage points in approaches, 29 percentage points in meets, and 2 percentage points in masters
- SPED increased 2 percentage points in masters

### 4th Grade:

Trends is 2023 Accountability:

- White outperformed all students in meets and masters

When comparing 2022 to 2023 accountability:

- All students increased 8 percentage points in meets
- Economically Disadvantaged increased 7 percentage points in meets
- Hispanic increased 6 percentage points in meets
- White increased 19 percentage points in meets and 10 percentage points in masters
- Emergent Bilinguals increased 4 percentage points in meets
- SPED increased 1 percentage points in masters

### 5th Grade:

Trends is 2023 Accountability:

- Economically Disadvantaged outperformed all students masters
- White outperformed all students in meets and masters
- Emergent Bilingual outperformed all students in masters

When comparing 2022 to 2023 accountability:

- All students increased 4 percentage points in meets
- Economically Disadvantaged increased 6 points in meets
- Hispanic increased 4 percentage points in meets

### Secondary Math Strengths (Source: TXSchools.org, Eduphoria)

6th Grade:

Trends is 2023 Accountability:

- 6th grade overall, Economically Disadvantaged, Hispanic, Emergent Bilingual, and Special Education showed increases in meets

When comparing 2022 to 2023 accountability:

- 6th grade Special Education increased in meets 6 percentage points
- 6th grade African American student increased in meets 50 percentage points
- 6th grade Emergent Bilingual students increased in meets 14 percentage points

7th Grade:

Trends in 2023 Accountability:

- 7th grade overall, Economically Disadvantaged, Hispanic, and Emergent Bilingual showed increases in meets

When comparing 2022 to 2023 accountability:

- 7th grade Economically Disadvantaged increased in meets 3 percentage points
- 7th grade Emergent Bilingual students increased in meets 5 percentage points

8th Grade:

Trends in 2023 Accountability:

- 8th grade overall, Economically Disadvantaged, African American, Hispanic, and Emergent Bilingual showed increases in meets

When comparing 2022 to 2023 accountability:

- 8th grade Economically Disadvantaged students increased in meets 7 percentage points
- 8th grade African American students increased in meets 20 percentage points
- 8th grade White students increased in meets 19 percentage points
- 8th grade Emergent Bilingual students increased in meets 7 percentage points

Algebra 1:

When comparing 2022 to 2023 accountability:

- Algebra 1 Two or More Races students increased in meets 30 percentage points
- Algebra 1 White students at IMMS increased in meets 31 percentage points
- Algebra 1 Special Education students at IMMS increased in meets 50 percentage points

### **Elementary Science Learning Strengths (Source: TXSchools.org, Eduphoria)**

When comparing 2022 to 2023 accountability:

- Overall meets score decreased from 31% in 2022 to 27% in 2023, but was still higher than 16% in 2021.
- 5.7B (Landforms) in 5th grade increased from 55% in 2022 to 73% in 2023
- 5.9A (Ecosystems) in 5th grade increased from 56% in 2022 to 65% in 2023
- 5.10B (Traits) in 5th grade increased from 67% in 2022 to 94% in 2023 despite being a new item type.
  - Students coded as Eco-Dis decreased in meets from 29% in 2022 to 27% in 2023, but was still higher than 13% from 2021.
- Students coded as SPED decreased in meets from 22% in 2022 to 9% in 2023, but was still higher than 4% from 2021.
- Students coded as Emergent Bilingual decreased in meets from 38% in 2022 to 25% in 2023, but was still higher than 13% in 2021.

Based on work products and informal observations:

- Students are participating in hands-on, inquiry based learning experiences
- CISD is leveraging Tier 1 instruction and acceleration programs to meet student needs
- Teachers regularly participated in collaboration with TLI staff to monitor and adjust instruction to meet student needs

### **Secondary Science Learning Strengths (Sources: Eduphoria, TXSchools.org)**

8th Grade STAAR:

Trends is 2023 Accountability:

- Overall increase in meets performance

When comparing 2022 to 2023 accountability:

- Scores for African Americans increased from 13% to 56% at the meets level
- Scores for Two or More Races increased in both meets and masters, going from 40% to 100% and 14% to 100%, respectively
- Scores for Whites increased from 4% to 18% at the masters level
- Scores for SpEd students increased in each performance level

Biology EOC:

Trends is 2023 Accountability:

- Scores for Emergent Bilinguals increased in each performance level

When comparing 2022 to 2023 accountability:

- SpEd students increased in approaches from 32% to 51%, and increased slightly in meets
- Scores for Two or More Races increased from 0% to 71% in meets

Based on work products and informal observations:

- Students are participating in hands-on, inquiry based learning experiences
- Student engagement and participation was high in Saturday school and summer learning opportunities
- CISD is leveraging Tier 1 instruction and acceleration programs to meet student needs
- Provision of a rigorous STEM program to respond to students' needs

### **Social Studies Strengths (Sources: Eduphoria, TxSchools.gov)**

8th Grade Social Studies STAAR

Trends is 2023 Accountability:

- Overall increase in each performance level
- Economically Disadvantaged students increased in each performance level
- EB students increased in each performance level
- SpEd students increased in each performance level
- White students increased in meets and masters
- Black students increased in meets and masters

11th USH EOC

Trends is 2023 Accountability:

- White students increased in masters

- EB students increased in approaches and meets
- SPED increased in each performance level
- With the summer administration, US History End Of Course increased 35% in approaches
- REACH HS saw growth with an increase of 12% approaches, 13% meets, and 40% masters

Based on work product and informal observations

- Strong ELA collaboration and connections to support cross curricular alignment and building of context
- Teacher retention has allowed departments to grow and collaborate better, which is evident in students scores
- Utilization of language support embedded on all summative assessments
- Teachers are being diligent to formatively assess students in their classes and intervening quicker
- Teachers in grades 6-8 introduced pre-test to assess student strengths and weaknesses.
- Teachers are regularly practicing the new STAAR item types in grades 6-11 to better prepare students for the 8th and 11th grade assessments.
- Two students receiving passing scores in AP World History

#### **Advanced Academics/CCMR Learning Strengths (Sources: Skyward, OnData Suite, College Board, College Registrars, and Parent Engagement Reports)**

Based on College Registrar reports

- 10 students\* took advantage of Dual Credit courses through Tarrant County College (TCC)
  - 8 Seniors enrolled in British Literature 1 and 2
  - 8 Seniors enrolled in Government
  - 8 Seniors enrolled in Economics
- Enrolled college credits: 368 college credit hours (TCC, TSTC, UT OnRamps)
- 140 students enrolled\* in dual enrollment OnRamps courses through the University of Texas in Austin, with 72.5 percent students' credit on their UT Transcript. \*Enrolled students include those taking more than one OnRamps course.
- 399 enrolled students\* took the opportunity to take dual credit/enrollment courses at CHS. Enrolled students include those taking more than one TCC, OnRamps course.

Based on College Board reports

- 95 Advanced Placement enrolled students-Enrolled students include those taking more than one AP course

Based on OnData Suite reports

- Of this year's Senior class, 54% of the students successfully completed AT LEAST ONE Advanced Academics course while at Castleberry High School or REACH.

Based on Parent Engagement reports

- Increased awareness with parents about the benefits of Advanced Academic programs and explanations on how these programs can help their child connect with colleges and universities and provide post-secondary readiness
- Family connection meetings, event flyers, CISD website, Twitter, district callouts and text messages were sent to communicate with parents about advanced academic programs
- Meetings were held virtually with parents for OnRamps, TCC, and Advanced Placement
- Website updates of College, Career, and Military Readiness

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

Based on College Board reports

- Provided opportunities for our students to be exposed to College Board assessments beginning in the 8th grade
- 430 10th/11th grade students participated in the PSAT/NMSQT test in November of 2021
- 249 9th grade students participated in the PSAT assessment given in October of 2021
- 239 8th grade students participated in the PSAT assessment given in October of 2021
- 186 11th grade students participated in the SAT school day administration in March of 2022
- 91 12th grade students participated in TSIA assessment in 2021-2022 school year

Based on reports from OnData Suite and the CCMR Tracker

- CHS College Fair was provided in-person with over 100 colleges and universities providing information to students and parents
- Students who have shared their College scholarship awards for the class of 2022 have been offered \$2,601,178 in university, private, and local based scholarships

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

- Continual Coordination of Dual Credit pathways for CTE students to take advanced technical courses with Texas State Technical College for their Business Education program and Graphic Design program.
  - 2 students finished the Accounting and Bookkeeping Program with TSTC
  - 2 students finished the Graphic Design program with TSTC
  - 2 students received 6 hours in Accounting II and Financial Analysis
  - 4 students received 6 hours in Business Spreadsheets and Accounting I
  - 8 students received 6 hours in Graphic Design I
  - A dual credit articulation with TSTC is formed for Construction and Culinary
- Industry Based Certifications awarded
  - Microsoft Office Specialist (MOS) (Word) - 89 certifications
  - National Healthcare Association Certified Billing and Coding Specialist (CBCS) - 4 certifications
  - National Healthcare Association Patient Care Technician (PCT) - 12 certifications

#### **Emergent Bilingual Strengths**

- Overall, 50% of EB students scored advanced or higher in TELPAS
- On the 2022 STAAR Reading test, 49% of 5th-grade EB students performed at meets levels
- In 2021 and 2022, there was a 50% increase in EB students in 4th grade in the meets category

#### **Special Education Strengths (Source: Eduphoria)**

- Special Education student data shows gains in 12 of 20 STAAR areas when comparing STAAR 2022 scores to STAAR 2023 scores. While all students showed gains in 8 STAAR areas when compared to 2022, Special Education scores showed improvement in 12 areas.
- Double digit gains were seen in the Approaches category in 5th grade math, 5th grade reading, 6th grade reading, ELA 1, and Biology.
- The 22-23 RDA focus area and strategic support plan for Special Education was RLA 3-8 and ELA I & II. 5 of the 8 RLA STAAR areas showed gains in Special Education passing rate. Collective RLA 3-8 and ELA I & II gains showed a 66 point increase, with double digit gains in 5th, 6th, and ELA I.
- A 36 point increase was seen in the Approaches category on the Biology EOC passing rate among Special Education students.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.

**Problem Statement 2 (Prioritized):** More than half of our students are leaving primary grades below grade level in writing. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.

**Problem Statement 3 (Prioritized):** On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.

**Problem Statement 4 (Prioritized):** Only 41% of all students achieved the Meets performance level on the RLA STAAR/EOC. **Root Cause:** Need for more explicit and

systematic instruction with scaffolding within the gradual release of responsibility model of instruction.

**Problem Statement 5 (Prioritized):** Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 6 (Prioritized):** Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC). **Root Cause:** Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.

**Problem Statement 7 (Prioritized):** Math STAAR performance for the 2023 accountability continues to be below the state performance average. **Root Cause:** Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

**Problem Statement 8 (Prioritized):** Only 28% of all students are achieving meets on the Math STAAR/EOC. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 9 (Prioritized):** Science STAAR decreased in Meets and Masters as compared to 2022 and falls below the state performance average. **Root Cause:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

**Problem Statement 10:** Social Studies performance for the 2023 accountability continues to be below the state average. **Root Cause:** Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

**Problem Statement 11 (Prioritized):** Only 25% of all students are achieving meets on the 8th grade Social Studies STAAR. **Root Cause:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

**Problem Statement 12 (Prioritized):** The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. **Root Cause:** The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

**Problem Statement 13 (Prioritized):** Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II. **Root Cause:** Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

**Problem Statement 14 (Prioritized):** 85% of high school students did not score 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 ACT and SAT information embedded in core academic areas.

**Problem Statement 15 (Prioritized):** 37% of students taking an AP course scored a 3 or above on the 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 (Prioritized):** Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD. **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.

**Problem Statement 17 (Prioritized):** Special Education students continue to show gaps in the area of RLA which continues to affect their performance in all STAAR areas. **Root Cause:** High numbers of students with disabilities in reading and inconsistent Tier I practices.

**Problem Statement 18 (Prioritized):** The effective implementation of high yield co-teaching strategies, along with intentional master schedules, and Special Education teacher contributions in Tier I planning and PLCs, continues to show a need for improvement as seen in schedules, scores, and walkthroughs. **Root Cause:** Ineffective use of staff and high sped teacher turnover rates.

**Problem Statement 19 (Prioritized):** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that need refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

**Problem Statement 20 (Prioritized):** The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year. **Root Cause:** The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.



# District Processes & Programs

## District Processes & Programs Summary

### Personnel

Although Castleberry ISD is one of the smallest districts in Tarrant County, the district continues to strive to maintain competitiveness in salaries within the region. For 2023-2024, CISD staff consists of 630 employees including: 260 teachers, 102 auxiliary and child nutrition staff members, 14 counselors and social workers, 5 librarians, 5 nurses, 75 instructional aides, 49 paraprofessionals, 87 specialists and academic coaches, and 37 administrators. The Board of Education consists of seven elected members who serve three-year terms of office.

All teachers and instructional aides are highly qualified and meet state standards or higher. CISD recruits teachers in all content areas. The district recruits from many universities including: Texas Christian University, University of Texas at Arlington, Tarleton State University, Texas Tech University, University of North Texas, Texas Women's University, and Texas Wesleyan University. The district has provided a salary that is in the highest in the region for first year teachers for 2022-2023. A first-year teacher in Castleberry ISD starts at \$62,025 for the 2023-2024 school-year.

CISD's retention efforts include providing competitive salaries and increasing teacher rewards and recognitions. All teachers new to Castleberry ISD participate in professional learning that meets teachers at their level of proficiency and is intended to grow and expand their capacity. New teachers go through a series of professional learning activities for several days before all teachers report to their assignment to teach. CISD has also launched a talent pipeline program, focused on providing tuition reimbursement to full-time paraprofessionals enrolled in a degree program leading to educator certification. The intent of the program is to recruit and retain future teachers from within our current employees that are seeking to become teachers in our district.

Teachers will continue professional learning days throughout the school year to engage in a continued learning and growth model. In addition, the district has designed campus schedules that will make time available for teachers to engage in Professional Learning Communities (PLCs) on a daily basis during the scheduled school day.

### Curriculum

Castleberry ISD in cooperation with the Texas Curriculum Management Audit Center and the Texas Association of School Administrators (TASA) conducted a curriculum audit in the Spring of 2016. The audit conducted in the Spring of 2016 was followed up with an intensive curriculum audit training for staff members identified to organize and lead a five-year curriculum plan. The five-year curriculum plan provides a timeline for the development of guiding documents for each subject offered in the district. Upon completion of writing the guiding documents and after one year of implementation, the guiding documents are reviewed by teachers and members of the teaching, learning, and innovation staff for deep alignment based on the previous year's summative assessments. During the 2022-2023 school year, the five year curriculum plan was extended, and the next five year phase was created. Aligned with our guiding documents, teachers and students also have access to high quality instructional materials (HQIM).

### Instruction/Assessment

For the 2022-2023 school year, effective Tier 1 instruction is the strategic focus through collaborative lesson planning, the instructional delivery cycle, and the implementation of five high yield instructional strategies: Framing the Learning, Verbal Discourse, Critical Writing across Contents, Monitoring/Effective Feedback and teaching in the Power Zone. Professional learning and job-embedded coaching on the planning and instructional delivery cycle will be ongoing throughout the year which will include the high-yield instructional strategies. The main goal of instruction currently is to effectively and efficiently tighten up our Tier 1 practices to close achievement gaps and accelerate learning. Even though during the 2022-2023 school year the district made some gains, STAAR data still indicates continued learning gaps in some areas across the state and within our district specifically in math and RLA. Due to these gaps and learning loss, the district is continuing implementation of numerous strategies and programs as well such as House Bill 4545, instructional coaching with embedded professional learning opportunities, district- and campus-wide progress monitoring, and a reboot of our Professional Learning Communities (PLCs) across the district. This is being accomplished through maximizing learning time and scheduling at all levels. Beginning the 2023-2023 school year and for the next 5 school years, Castleberry ISD has received the 21st Century Grant (ACE) through the Texas Education Agency (TEA) which will support tutoring and enrichment opportunities for all of our students at every campus afterschool and during the summer. This program also provides meals and snacks for our students. In addition, students at the elementary level will continue PACE Saturdays for extended school year (ADSY) acceleration and support utilizing High Quality Instructional Materials (HQIM) through our TCLAS grant.

This summer, the district lead a book study, *Dare to Lead* by Brene Brown during the 2023 ALT Retreat for all district and campus leaders. This book shares the learnable skills that underpin daring leadership, and shows how to embracing vulnerability helps you to lead even when you are unsure of the outcomes. This book emphasized the importance of a growth mindset mentality and having the ability to "shift" in order to continually improve. With new initiatives and mandates including the new STAAR assessment, leaders now more than ever need to think differently, be vulnerable, and continue to lead and support our students with their academic success even when we are unsure of the measure of the outcomes. At the ALT Retreat, there were many "rumble" sessions that included lesson design and delivery, instructional strategies with walkthrough look fors. The administrative team provided feedback on each of these areas to support the alignment of effective tier 1 instruction. The campus and district leadership will use the walkthroughs to provide feedback on instruction to teachers focused on district and campus goals.

Ongoing progress monitoring each nine weeks will continue disaggregating data and creating district and campus action plans. During the progress monitoring, district created unit/module assessments, benchmarks, formative/diagnostic assessments, and college entrance exams such as TSIA, SAT, and ACT will be used to monitor and adjust the teaching and learning outcomes. A district calendar of testing dates is provided by Teaching, Learning, and Innovation to all educators. Campus and district administration work collaboratively on this day to triangulate the written, taught, and tested curriculum, so all students have equal access to a viable curriculum that meets the needs of Castleberry's diverse student population.

The district's goal of closing gaps through acceleration and tight Tier I curriculum and instruction alignment, actively monitoring learning outcomes, and building strong, effective PLCs are the cornerstones of CISD's strong instructional best practices.

## **Technology**

Each year, students, teachers, administrators, and parents at Castleberry ISD take the BrightBytes survey to assess the district's current digital learning approaches and technologies available to students.

The survey results indicate teachers and students continue to raise the rigor of lessons through the use of technology to deliver instruction. Highlights of the survey showed that 88% of teachers utilized Canvas Learning Management System (LMS) on a weekly basis, and 84% of teachers created online instructional activities. In addition, 61% of students recorded that they created digital products weekly. Although both teachers and students indicated that online instruction was utilized, one area of growth is to increase opportunities for students to interact virtually with experts in the online learning environment. A couple of strategies that can be game changers in this area are to integrate flipped instructional strategies and for content coaches and innovation leaders to model the use of new technologies.

In looking at teacher and student access to technology at school as well as home, 92% of students and 99% of staff indicating that they have a school issued device to complete tasks. Additionally, the CISD Connected Learning Program includes all students from Pre-k to 12th grade in the 1-to-1 program. iPads are provided for all Prek-K students, Chromebooks for 1st-8th grades, and Windows notebooks for 9th-12th grades. Thanks to the completion of the Digital Equity 4 All Program, 94% of students indicated that they can access the Internet at home on their school device. This program will continue to expand ensuring that 100% of students will be able to access the Internet at home to continue learning beyond the classroom.

In the area of technology skills, teachers and students continue to indicate that they feel comfortable participating in an online learning environment. Furthermore, in the area of digital citizenship skills, teachers (87%), parents (86%), and students (68%) responded that students treat each other respectfully online. However, as an area needing growth, 46% of students do not read online and 52% of students do not write online outside of school. Two strategies that can be utilized to help increase in this area are including real world applications to lesson activities, and offering students choice in showcasing their learning.

The section of the survey that continues to score extremely high is the support section. Ninety-eight percent of students indicated that they have access to technical support when needed, compared to 100% of teachers. Furthermore, 96% of teachers felt supported when technology problems disrupted instruction. Also in the area of support, 97% of teachers feel supported by campus and district leadership to try new teaching strategies using technology. A game changer that will continue to be a focus for the coming year is to find ways to reward teachers who take risks in using technology.

Finally, in the section of the survey that measures social and emotional learning, 85% of students feel safe while learning online with 84% of parents indicating that their child feels safe learning online. 99% of the teachers surveyed indicated that they feel safe facilitating online learning. Another strength in the SEL section was student engagement. Teachers feel that students are more engaged when using technology in learning activities and 71% of students say that they pay more attention when using technology for learning. As per survey results, preparing students to finish tough tasks needs some improvement. Of those surveyed, 45% of students indicated that it was difficult for them to complete tasks that are hard for them. One game changer in this area is to create instructional environments allowing students to succeed both academically and socially.

As CISD continues to grow in teaching and learning, the Modern Learning BrightBytes survey provides the district with a quick snapshot of where we are and how we can continue to grow as we strive for excellence in all areas: instruction, technology skills, access to technology, social and emotional learning, and support. To see a visual representation of the survey results, view the Technology Evaluation 2022-2023 (Modern Learning BrightBytes Survey Results) located in the Plan Addendum.

## **District Processes & Programs Strengths**

### **District Programming Strengths**

Castleberry ISD students attend three elementary schools, one middle school, one high school, and two alternative learning campuses. REACH High School offers students an opportunity to earn high school credit at a pace which is flexible with students' schedules and specific needs. In addition, Castleberry High School has partnered with the University of Texas of the Permian Basin, University of Texas at Austin, and Tarrant County College-Trinity River Campus to offer dual credit/enrollment courses in order for students to have the opportunity to earn credits towards an Associate's Degree prior to high school graduation.

Staff members use the practice of Professional Learning Communities (PLCs) to build a culture of collaboration, growth mindset, and becoming a life-long learner to enhance the district's student-centered philosophy. Core area teachers meet each day during the school day to collaborate on topics such as student success rate, disaggregation of data, research-based instructional strategies, as well as participate in job-embedded professional learning opportunities. Principals, Curriculum Academic Leaders (CALs), and Assistant Principals participate in district-level PLCs once a month as a collective group in order to

bolster the culture of collaboration across the district.

The District Education Improvement Committee (DEIC) is composed of district/campus administrators, professional staff, parents, community members and business representatives from all three communities (River Oaks, Sansom Park, and Fort Worth) in which Castleberry ISD serves. The DEIC assists the Board of Education in establishing and reviewing items such as the following: the school calendar, the budget process, dropout prevention, professional learning, student handbook and code of conduct, and the goals and objectives from the district's strategic plan.

### **Curriculum, Instruction, and Assessment Strengths**

- There is a strategic alignment of District and Campus Improvement Plan goals.
- Implementation of Professional Learning Communities with a focus on Dufour's four PLC questions.
- Comprehensive alignment with Tier 1 instruction to including curriculum, lesson design, lesson delivery, high-yield instructional strategies, and walkthrough look fors for monitoring and feedback.
- Continued curriculum deep alignment meetings with teachers and central office administration.
- Implementation of student, staff, and district advisory committees.
- Differentiated professional learning opportunities provided to teachers and administrators.
- Expanding participation and course offerings in the district's dual courses program.
- Providing equitable access to transformational learning experiences enabled by technology.
- Creation and implementation of a five year Curriculum Management Plan with an ongoing continuous cycle of improvement based on data and stakeholder input.
- Creation of an assessment calendar providing opportunities for earlier interventions.
- The curriculum plan was updated in the 2022-2023 school year to include the next 5 year phase of curriculum development, deep alignment, and implementation.
- The district has also implemented progress monitor days throughout the school year where each campus presents unit/module assessments, benchmarks, and formative/diagnostic data to Teaching, Learning, and Innovation and Superintendent. The campuses receive reflective feedback for collaboration on action plans.
- An Emerging Bilingual Handbook has been created and will be updated each year to ensure strong procedures and processes are in place to identify and support EBs. The handbook provides clear guidelines for training, assessment, identification, ongoing support, meeting requirements, and exit procedures.
- In addition, critical writing across all contents continues to be a district initiative where all contents are incorporating research based writing strategies to including summaries and elaboration with a continued on short constructed responses (SCRs).
- For the 2022-2023 school year, the standards-based report cards have been updated with the implementation of new TEKS and the Science of Teaching Reading (SOR). In addition, kindergarten, first, and second grade teachers will meet throughout the school year to make recommendations for possible adjustments to the standards-based report cards for the upcoming academic years.
- 21st Century Grant (ACE) for the next five years to support and extend learning outcomes and accelerated instruction for all students afterschool and during the summer.

### **Technology**

Over the last ten years, Castleberry has successfully implemented a one-to-one technology initiative for students in grades pre-kindergarten through twelve. Currently, All Prek and kindergarten students are issued an iPad and all 1st-8th grade students are issued a Chromebook to use both at school and at home. Likewise, all 9th-12th grade students are issued a notebook computer upon enrolling. It is the expectation that teachers and students will use these technology tools to transform teaching and learning from the old "factory" model of learning to one that is personalized for our students' unique talents and which empowers them to be communicators, creators, critical thinkers, and collaborators in our new diverse global society.

Students' everyday experiences are seamlessly interwoven with digital devices and instant communication. According to a national Pew survey, 95% of students regularly use the Internet. Teachers are aware of this trend; therefore, in order to meet students "where they are," technology instruction is integrated in every subject area. Given this, a modern curriculum must purposefully include incremental technology-enriched skill acquisition. However, the design of every effective curriculum begins by considering the unique needs of the learners. Although students are comfortable tweeting and surfing the web, they still need support to use technology for productivity tasks such as creating spreadsheets and sending professional emails. Being aware of students' skill profiles with technology can greatly inform the development of a cohesive, integrated curriculum that allows students to build the technology skill sets necessary for college and career.

To ensure that students have the opportunity to continue learning once they leave the classroom, students must be able to access the Internet on their school issued devices. In early 2017, Castleberry ISD began to look at solutions to "bridge the divide" by offering a filtered home Internet connection to all CISD students. This solution would provide safe and secure access to online educational resources at no additional cost to the student. Construction on Tower 1, located in the center of the district, began in late 2017 with the first WiFi routers issued to students in late spring of 2018. One year later, Tower 2 was installed on the north side of the district. The project was completed in March 2020 after Tower 3 was provisioned. The completion of this project provided a seamless transition to remote learning in March of 2020 due to the COVID-19 pandemic.

For ten years, Castleberry students, teachers, and parents have participated in a technology survey provided by Clarity BrightBytes for the purpose of identifying district technology strengths and areas of need in the district. In the summer of 2020, the survey was updated to the Modern Learning BrightBytes Survey and included a new section on social and emotional learning. The strengths indicated on the surveys are described below:

- Ninety-four percent of students indicated that they can access the Internet at home for learning.
- Eighty-seven percent of students agreed that there are people at school who can help them with their devices when needed.
- Eighty-five percent of students feel safe when learning online.
- Eighty-nine percent of students feel comfortable reporting bullying to their teacher or an adult at school.
- Eighty percent of students know what people may be feeling by the look on their faces.
- Seventy-eight percent of students know when someone needs help.
- Eighty-four percent of teachers say they create online instructional activities
- Ninety-six percent of teachers reported they could get devices for their students when needed.
- Ninety-five percent of teachers rate the quality of tech support for problems disrupting instruction as average or above average.
- Ninety-four percent of teachers rate the quality of computer devices as average or above average.
- Seventy-five percent of teachers feel recognized for using technology in their teaching.
- Ninety-seven percent of teachers feel encouraged to try new things with technology.
- Eighty-six percent of teachers report that technology is discussed during evaluations.
- Seventy-three percent of teachers have students use a device for learning daily.
- Seventy-seven percent of teachers facilitate online learning for students.
- Seventy-six percent of teachers believe that learning is more engaging when using technology.
- Ninety-four percent of parents indicated that their child has access to a device to complete required schoolwork.
- Ninety-six percent of parents encourage their child to set aside time to complete schoolwork each day.
- Ninety-two percent of parents indicated that their child's school cares about its students and their families

### Staff Quality, Recruitment, and Retention Strengths

All staff salaries are reviewed annually in order to stay competitive and to recruit and retain the best staff in all subject areas district-wide. In addition, the district awards longevity stipends to employees after an employee has been employed in CISD for three consecutive years. Longevity stipends are awarded to staff members who have completed years of service to the district in 3, 5 and 10 year increments. Additionally, CISD has provided a retention stipend to every employee in the district for the past two years. Research is clear that high-quality teachers have the highest effect on academic achievement. For that reason, CISD also provides attendance incentives each six weeks to all teachers and instructional aides that require a substitute, to encourage and thank educators for being present in the classroom each day. The district acknowledges that all staff are vital and serve a critical role in the educational organization. Therefore, CISD celebrates staff members on a regular basis through school board recognitions each month.

Central office administrators also attend campus activities to recognize staff at end of year celebrations at each campus, honoring employees as the school year concludes. In 2017-2018, the Board of Education approved the Staff Attendance Plan which still continues and is a valuable incentive for teachers. The stipend plan has been implemented to recruit and retain quality teachers and para-educators (who require a sub during their absence) by awarding them \$100 cumulatively for each six weeks they have perfect attendance with an additional \$700 if they have perfect attendance for the entire school year.

### Problem Statements Identifying District Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Student attendance has dropped below the 95% budget threshold. **Root Cause:** There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

**Problem Statement 2 (Prioritized):** Student attendance has dropped below the 95% budget threshold. **Root Cause:** Parents do not understand the importance of regular school attendance.

**Problem Statement 3 (Prioritized):** Although we began the 2022-2023 school year with all content teachers hired, for 2023-2024, we are still attempting to fill (7) teacher vacancies, including special education, Math, Science, and Bilingual and regular education. We are experiencing little to no qualified applicants for these positions. **Root Cause:** While we increased the turnaround time for hiring and onboarding new staff in 22-23, the number of qualified candidates nationwide is very limited. While our compensation package is competitive for base pay, athletic/fine arts/degree stipends, longevity/attendance stipends, we are not competitive in content area stipends such as ELA, Math, Science, Special Education, or hard to fill positions.

**Problem Statement 4 (Prioritized):** Results of the Modern Learning BrightBytes Survey showed that 45% of students indicated that topics such as acting respectfully online were not taught at least weekly. **Root Cause:** Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

**Problem Statement 5 (Prioritized):** Results of the Modern Learning BrightBytes Survey indicated that 4% of 3rd through 12th grade students do not have WiFi connectivity at home. **Root Cause:** The district is currently 88% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

**Problem Statement 6 (Prioritized):** Results of the Modern Learning BrightBytes Survey showed that 40% of teachers never ask their students to virtually engage with experts. **Root Cause:** Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

**Problem Statement 7 (Prioritized):** Results of the Modern Learning BrightBytes Survey indicated that 45% of students find it difficult to finish tasks that are hard. **Root Cause:** Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

**Problem Statement 8 (Prioritized):** There has not been an efficient system for tracking parent and family engagement. **Root Cause:** It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

**Problem Statement 9 (Prioritized):** Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district. **Root Cause:** New staff are trained during initial employee orientation, but are not reinforced.

**Problem Statement 10 (Prioritized):** Success of parent involvement events measured by attendance rather than outcomes. **Root Cause:** Lack of defined criteria for a successful parent involvement and engagement events.

**Problem Statement 11 (Prioritized):** Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events.

**Problem Statement 12 (Prioritized):** There is limited parent feedback data available regarding district-level family engagement events. **Root Cause:** Parent and family engagement is not specifically addressed in a district wide survey.

**Problem Statement 13 (Prioritized):** When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. **Root Cause:** Necessary treatment is outside the scope of what can be provided in the educational setting.

**Problem Statement 14 (Prioritized):** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

**Problem Statement 15 (Prioritized):** There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. **Root Cause:** Staff have limited training and understanding of REAL Family Engagement.

**Problem Statement 16 (Prioritized):** Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 30% in 2021-2022 to 25% in 2022-2023, this yields us a 75% retention rate overall. **Root Cause:** National data indicates that supporting educators through SEL and PD is important for schools and districts to retain quality teachers. Exit survey data suggests some missed opportunities in providing additional mentorship and support to 1-3 year teachers in our districts, particularly in special education and providing curriculum and assessment information at earlier time frames.

**Problem Statement 17 (Prioritized):** Was the school district's administrative cost ratio equal to or less than the threshold ratio? **Root Cause:** The district's administrative cost ratio was higher than the threshold ratio.

**Problem Statement 18 (Prioritized):** Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district

level. **Root Cause:** The district does not have a Communications Procedures Brand Manual outlining procedures and brand information.

**Problem Statement 19 (Prioritized):** Inability to generate sufficient funding for the Castleberry High School Addition and Renovation Project **Root Cause:** Lowered bond capacity and increased cost of building materials and labor in the DFW area.

**Problem Statement 20 (Prioritized):** To forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan **Root Cause:** Rate of inflation and availability of supply inventories

**Problem Statement 21 (Prioritized):** Exterior doors on campuses being left open, exposing students and staff to potential danger. **Root Cause:** Propping Doors Open

**Problem Statement 22 (Prioritized):** Inconsistent and timely communication to staff, students, and parents during an emergency situation. **Root Cause:** Inconsistent communication

**Problem Statement 23 (Prioritized):** Increased response time for maintenance requests. **Root Cause:** Unclear job duties and responsibilities prior for each manager position within the maintenance department to promote organizational efficiency, reduce confusion, and enhance accountability within the department

**Problem Statement 24 (Prioritized):** As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

**Problem Statement 25 (Prioritized):** On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. **Root Cause:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

**Problem Statement 26 (Prioritized):** 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:** Poor understanding of information systems, as well as a lack of transparency between departments. A tendency to hoard useful data and not share it with those who could make use of it.

**Problem Statement 27 (Prioritized):** 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.

# Perceptions

## Perceptions Summary

Castleberry ISD (CISD) understands the importance of the role that students, parents, staff, and our community share in the success of our district. The district collects data through district and campus committees, planning teams, and surveys to gauge community perceptions. Castleberry ISD is proactive in developing community engagement programs to help our stakeholders have a deeper understanding of our district. It is a priority of CISD to maintain transparency and open dialogue with students, parents, staff and community in order to gain valuable insight as well as share information between the district and our stakeholders.

Castleberry ISD works hard at both the district and campus level to engage family and community in all aspects of the education process. Examples include our extensive extracurricular activities athletics and fine arts, family nights at the elementary schools, college and career planning at secondary schools, various district committees, and open houses at all campuses. CISD encourages a community of leaders who collaborate, value the collective intelligence of each member, and focus on advancing student outcomes. Leadership development opportunities exist from central office and on campus as teachers take on roles of team leaders and committee chairpersons, which provide a supportive foundation for continuous improvement.

CISD strives to create a positive school culture for the purpose of establishing trust between district stakeholders. The environment of a school, or its culture, greatly effects teachers' day-to-day experiences in the profession and also has a significant impact on student achievement.

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

Surveys conducted in 2022-2023 included:

- Employee Exit Survey
- Teacher Staff Perception Surveys
- Parent and Community Surveys
- BrightBytes Technology Survey with input from Students, Teachers, and Parents

In order to bring about change in climate and culture, the mindsets of *all* stakeholders must change. To support this process, a book study of the *Innovator's Mindset* by George Couros was organized during the 2017 Administrative Leadership Retreat. According to Couros, innovation is defined as changing for the purpose of creating something new or better with the goal of improving student achievement. To attain this mindset of changing for the better, reorganization of district administration occurred to help improve collaboration among technology and curriculum staff within the organization. This reorganization was established to bring about a cohesive instructional culture with a shared vision.

The 2018 summer Administrator Leadership Retreat provided administrators a roadmap for continuing next steps in school improvement by examining their individual campus culture following guidelines provided in Robert Marzano's *Handbook for High Reliability Schools*. Campus leaders were tasked with taking an honest and transparent look at the state of their campus along with identifying the campus high reliability level to determine priorities and direction for the year based on unique needs of their campus. The 2018-2019 District and Campus Improvement Plans outline performance objectives and strategies to be implemented in order to attain the appropriate level of high reliability outcomes.

The 2019 summer Administrator Leadership Retreat included a book study on *The Will to Lead; the Skill to Teach* by Anthony Muhammad and Sharroky Hollie. The book outlines the importance of educators becoming leaders of will within their school culture along with the skill to use responsive instruction to ensure all students learn at high levels. The ongoing professional learning during the year is focused on moving to a high-will culture where leaders invest in the success of his or her staff. In a healthy culture, this happens at all levels - from administrators at the district level to individual teachers at the classroom level. Good leaders provide those they lead with formative feedback and allocate resources to help them improve, such as instructional coaching for struggling teachers or mentors for new administrators. If leaders adopt this outlook, frustration and stress will go down. People will feel more satisfied. This positively affects overall culture, moving the school from toxic to healthy from low-will to high-will.

During the 2020 Administrator Leadership Retreat, the focus was on creating a safe Reentry Plan for both staff working on campus and students who will be attending either remotely or in-person. The TLI staff developed an Instructional Continuity Plan that is conducive for students who choose to learn either in-person or remotely. Effective online and face-to-face professional learning was provided for educators to ensure a smooth reentry to the school year thus setting the stage for a positive and strong start to the 2020-2021 school year.

The 2021 Administrator Leadership Team Retreat focused on learning loss due to Covid with a book study. The book which was read by all participants was *Learning in the Fast Lane* by Suzy Pepper Rollins. Too often, students who fail a grade or a course receive remediation that ends up widening rather than closing achievement gaps.

In *Learning in the Fast Lane*, Rollins lays out a plan of action that teachers can use to immediately move under-performing students in the right direction and differentiate instruction for all learners—even those who excel academically.

The study focused on high-impact, research-based instructional approaches:

- Make standards and learning goals explicit to students.
- Increase students' vocabulary—a key to their academic success.
- Build students' motivation and self-efficacy so that they become active, optimistic participants in class.
- Provide rich, timely feedback that enables students to improve when it counts.
- Address skill and knowledge gaps within the context of new learning.

For the 2022-2023 school year the book study of *Leadshift* by John Maxwell helps staff to understand the pivotal role of shifting through change and the importance of moving forward-fast. During the ALT retreat a comprehensive book study was conducted as well as being more mindful of working together for the betterment of our students. Professional learning on REAL family engagement was conducted to ensure families and the community are involved in the academic and behavioral needs of our students to support their success. A shift in community, business, and family partnerships is a big priority for the 2022-2023 school year.

To continue building the district and to supporting through the many challenges including the assessment and accountability system for the 2023-2024 school year, the book study of *Dare to Lead* by Brene Brown was conducted to help support leaders in all areas of the organization to lead with courage and vulnerability during times when we may not know the outcomes. The district will be #CISDLeadingTheWay as we continue to use data including perceptual data to improve the outcomes of all of our students.

### **Creating a Safe and Secure Culture**

In order for students, staff, parents, and community to perceive the school environment as safe and orderly, the following rules and procedures have been established and communicated.

- For the safety of all students and staff members, the district's Police Department consists of six police officers who are fully commissioned and have the same authority and jurisdiction as those in other law enforcement agencies. The district has also employed two full time safety monitors at Castleberry High School and Irma Marsh Middle School. If incidents happen at school or school-related activities, the officers may question students, issue tickets, and take students into custody. School principals are authorized to request the assistance of the Castleberry ISD Police Department in instances of trespassing on school grounds, damage to school property, loitering, disruptive activities, drug, alcohol or weapons violations, and fighting or physical violence. The department also consists of a Safety and Security Coordinator who oversees door access, video surveillance installation and troubleshooting, and the intrusion and fire alarm systems.
- School closings and/or delayed opening information is communicated through local television and radio station broadcasts and websites. Related information is also sent out through district call-outs and text messages and is available on the District's website.
- Safety drills include fire, tornado, evacuation, school bus evacuation, lock down, and shelter in-place drills. All drills are evaluated each time for accuracy & efficiency. Duress and lock down buttons are tested each month to coincide with the drills to ensure all equipment is properly working.
- CISD supports the use of video cameras for the purpose of enhancing school safety and security. Our goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use our school property, and to diminish the potential for personal and district loss or destruction of property. Security camera recordings will be viewable in each building by authorized designees only.
- The district is committed to the safety and security of students, faculty, staff, and visitors on all its campuses. In order to support that commitment, Castleberry ISD has implemented a lock door policy at all times for all exterior & interior classroom doors. In addition, Castleberry ISD has equipped all campuses with an identification system to help protect the students and staff. Positive Proof is a web-based, turn-key visitor management system that provides background information with real-time national sex offender database checks.
- The CISD Standard Response Protocol, Emergency Operations Plan (EOP), and Active Threat Annex that outlines the District's approach to emergency management and operations. It provides general guidance for emergency management activities, and an overview of the District's methods of prevention, mitigation, preparedness, response, and recovery. The plan describes the District's emergency response organization and assigns responsibilities for various emergency tasks.

### **Parent and Family Engagement Values**

Castleberry ISD relies on all stakeholders to support student success. Developing programs and activities supporting Parent and Family Engagement and building capacity for involvement while coordinating and planning jointly with district, parent, and family members.

Castleberry ISD partners with local colleges, business leaders, and philanthropic organizations to improve student academic achievement and school performance by seeking input from these and other stakeholders.

The district's Family Engagement Committee annually evaluates the content and effectiveness of previous events and programs to identify participation barriers by parents who may be economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, to design events meaningful and beneficial to all.



Campus Family Engagement committees are consistently innovative and creative in hosting events for families at campuses.

## Communications

- On the December 2023 Communications Survey, parents expressed how they only need to receive a message about something once, not on all platforms, and sent by multiple people. Therefore, it will be important throughout the 2023-2024 school year to reinforce the communication hierarchy and routinely implement it to minimize redundancy in messages sent.
- Ensuring the district's communications process is routinely followed in emergency and non-emergency situations will continue to increase parent trust in communication.

## Perceptions Strengths

Research has consistently shown that a positive staff culture directly impacts teacher retention and satisfaction. In order to gauge teacher satisfaction, new teacher climate surveys were conducted in December of 2021.

### District Culture and Climate Survey

- Our district teacher retention rate increased from 70% in 2021-2022 to approximately 75% in 2022-2023.
- Retention rate for administrators is 92% going into the 2023-2024 school year.
- 80% of staff not returning for the 2023-2024 school year completed the Exiting Employee Survey.
- Survey results from the exit survey revealed an increase of employees stating that they would recommend Castleberry ISD (from 83% in 2021 to 84% in 2022).
- Teacher climate survey results indicate that 85% agree that our district is a good place to work and learn, while 84% agree their campus is a good place to work and learn.
- 82% of teachers indicated that communication with principals, other administrators, and/or department chairs is provided regularly, and 83% report that the support received is important to their decision to remain at their school.

### Safety and Security

- Hired an additional three full time Police Officers (SRO's) for the 2022-23 school year. Each campus at CISD will have their own dedicated police officer.
- Applied for COPS Grant, If awarded, the monies will be allocated for bullet resistance glass film for all front entrances for all CISD campuses, upgraded door access system, and replacement of "hand held" radios.
- Rented golf carts to patrol the exterior areas for all campuses both at summer school and for the 2022-23 school year.
- The district has also employed two full time safety monitors at Castleberry High School and Irma Marsh Middle School.
- Installation of vape detectors (64 in restrooms at all secondary campuses).
- Conducted the TEA Summer Safety Partial Audit that includes exterior door identification hardware, weekly exterior door sweeps, implementation of the Active Threat Annex, and individual campus safety audits.
- In progress of conducting the three year audit set forth by TEA and the Texas School Safety Center.
- Will be conducting an independent external audit from an independent agency.
- Scheduled and completed 19 Half Day Visits with Interquest Detection Canine for Contraband Detection at Castleberry High School, Irma Marsh Middle School, REACH High School, and TRUCE Learning Center.
- Implemented bag search policy and procedures for all varsity UIL athletic contests
- Implementation of Digital Maps of all campuses to include access to interior & exterior cameras as well as door access systems.
- Continuation of CRASE Training (Civilian Response to Active Shooter Events). This program provides district personnel with strategies, guidance, and a proven plan for surviving an active shooter event.
- Continuation of C.R.A.S.E. Training. Partnering with Ft. Worth Police Department with strategies, guidance, and a proven plan for an active shooter event.
- Provided district wide safety professional development that included: Standard Response Protocol, Stop the Bleed Program, Human Trafficking, and Suicide Prevention.
- Provided district staff support and assisted campuses to provide student strategies to prevent and respond to acts of bullying.
- Incorporated digital drill evaluation forms for all campus administrators to ensure drill timeliness, accuracy, and consistency in accordance to the district's procedures.
- Implementation of a locked district & campus exterior & interior door policy.
- Installation of a new bus camera system for the entire fleet.

### COVID-19 Measures

- For a complete guide updated frequently, visit [www.castleberryisd.net](http://www.castleberryisd.net).

### Parent and Family Engagement

- Partnerships with stakeholders have increased family attendance at district events.
- Each school is represented on the district Family Engagement Committee. A staff member and three parents of students from each school are committee members. The District Committee meets quarterly every year.
- Elementary schools have the highest family attendance for events.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. **Root Cause:** While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

**Problem Statement 2 (Prioritized):** The Exiting Employee Survey reflected an increased percentage (55% in 22-23 vs. 46% in 21-22), of staff resigning from CISD within the first 3 years of employment. Qualitative data capture was included in 22-23 where it had not been previously captured, and staff report that particularly in special education setting, additional support is needed. **Root Cause:** A re-organization of job duties for special education administrative and support personnel is needed, as well as a tiered professional learning plan for instructional staff in these settings.

**Problem Statement 3:** Overall funding is lower during the first week of school. **Root Cause:** Parents do not understand the importance of regular school attendance.

# Priority Problem Statements

**Problem Statement 1:** 85% of high school students did not score at or above the college level on SAT, ACT, or TSIA.

**Root Cause 1:** Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Science STAAR decreased in Meets and Masters as compared to 2022 and falls below the state performance average.

**Root Cause 2:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Results of the Modern Learning BrightBytes Survey showed that 45% of students indicated that topics such as acting respectfully online were not taught at least weekly.

**Root Cause 3:** Teachers assume students have already learned proper online behavior so they neglect to set and reinforce expectations for their own digital learning environment.

**Problem Statement 3 Areas:** District Processes & Programs

**Problem Statement 4:** Results of the Modern Learning BrightBytes Survey indicated that 4% of 3rd through 12th grade students do not have WiFi connectivity at home.

**Root Cause 4:** The district is currently 88% economically disadvantaged. Low income housing is located in areas that are not in line of sight of one of the CISD WiFi Towers.

**Problem Statement 4 Areas:** District Processes & Programs

**Problem Statement 5:** Results of the Modern Learning BrightBytes Survey showed that 40% of teachers never ask their students to virtually engage with experts.

**Root Cause 5:** Teachers do not have conversations about utilizing experts to bring in real world connections in the learning cycle.

**Problem Statement 5 Areas:** District Processes & Programs

**Problem Statement 6:** Results of the Modern Learning BrightBytes Survey indicated that 45% of students find it difficult to finish tasks that are hard.

**Root Cause 6:** Learning experiences lack the opportunity for students to be successful academically and socially while providing rigorous lessons that challenge students at a meets or masters level.

**Problem Statement 6 Areas:** District Processes & Programs

**Problem Statement 7:** There has not been an efficient system for tracking parent and family engagement.

**Root Cause 7:** It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

**Problem Statement 7 Areas:** District Processes & Programs

**Problem Statement 8:** 6.8% of students in Castleberry ISD receive gifted and talented services versus 8% at the state level.

**Root Cause 8:** Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** 42.8% of teachers in Castleberry ISD have 5 or less years of experience versus 34.6% at the state level (source TAPR 2021-2022).

**Root Cause 9:** High turnover rate (CISD: 24.8% vs State: 17.7% (source TAPR 2021-2022).

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.

**Root Cause 10:** The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Only 41% of all students achieved the Meets performance level on the RLA STAAR/EOC.

**Root Cause 11:** Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Only 28% of all students are achieving meets on the Math STAAR/EOC.

**Root Cause 12:** Teachers need more professional learning in content and tier 1 instructional strategies, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II.

**Root Cause 13:** Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** Only 25% of all students are achieving meets on the 8th grade Social Studies STAAR.

**Root Cause 14:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR).

**Root Cause 15:** Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.

**Problem Statement 15 Areas:** Student Learning

**Problem Statement 16:** Math STAAR performance for the 2023 accountability continues to be below the state performance average.

**Root Cause 16:** Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

**Problem Statement 16 Areas:** Student Learning

**Problem Statement 17:** Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture.

**Root Cause 17:** While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** Student attendance has dropped below the 95% budget threshold.

**Root Cause 18:** There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).

**Problem Statement 18 Areas:** District Processes & Programs

**Problem Statement 19:** The Exiting Employee Survey reflected an increased percentage (55% in 22-23 vs. 46% in 21-22), of staff resigning from CISD within the first 3 years of employment. Qualitative data capture was included in 22-23 where it had not been previously captured, and staff report that particularly in special education setting, additional support is needed.

**Root Cause 19:** A re-organization of job duties for special education administrative and support personnel is needed, as well as a tiered professional learning plan for instructional staff in these settings.

**Problem Statement 19 Areas:** Perceptions

**Problem Statement 20:** Staff are not familiar with accessibility procedures, copyright laws, or policies established within the district.

**Root Cause 20:** New staff are trained during initial employee orientation, but are not reinforced.

**Problem Statement 20 Areas:** District Processes & Programs

**Problem Statement 21:** Student attendance has dropped below the 95% budget threshold.

**Root Cause 21:** Parents do not understand the importance of regular school attendance.

**Problem Statement 21 Areas:** District Processes & Programs

**Problem Statement 22:** Success of parent involvement events measured by attendance rather than outcomes.

**Root Cause 22:** Lack of defined criteria for a successful parent involvement and engagement events.

**Problem Statement 22 Areas:** District Processes & Programs

**Problem Statement 23:** Many parents are unable to attend parent/family engagement events as scheduled.

**Root Cause 23:** Parents have work or other obligations that conflict with evening events.

**Problem Statement 23 Areas:** District Processes & Programs

**Problem Statement 24:** There is limited parent feedback data available regarding district-level family engagement events.

**Root Cause 24:** Parent and family engagement is not specifically addressed in a district wide survey.

**Problem Statement 24 Areas:** District Processes & Programs

**Problem Statement 25:** When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed.

**Root Cause 25:** Necessary treatment is outside the scope of what can be provided in the educational setting.

**Problem Statement 25 Areas:** District Processes & Programs

**Problem Statement 26:** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting.

**Root Cause 26:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

**Problem Statement 26 Areas:** District Processes & Programs

**Problem Statement 27:** There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships.

**Root Cause 27:** Staff have limited training and understanding of REAL Family Engagement.

**Problem Statement 27 Areas:** District Processes & Programs

**Problem Statement 28:** Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 30% in 2021-2022 to 25% in 2022-2023, this yields us a 75% retention rate overall.

**Root Cause 28:** National data indicates that supporting educators through SEL and PD is important for schools and districts to retain quality teachers. Exit survey data suggests some missed opportunities in providing additional mentorship and support to 1-3 year teachers in our districts, particularly in special education and providing curriculum and assessment information at earlier time frames.

**Problem Statement 28 Areas:** District Processes & Programs

**Problem Statement 29:** Although we began the 2022-2023 school year with all content teachers hired, for 2023-2024, we are still attempting to fill (7) teacher vacancies, including special education, Math, Science, and Bilingual and regular education. We are experiencing little to no qualified applicants for these positions.

**Root Cause 29:** While we increased the turnaround time for hiring and onboarding new staff in 22-23, the number of qualified candidates nationwide is very limited. While our compensation package is competitive for base pay, athletic/fine arts/degree stipends, longevity/attendance stipends, we are not competitive in content area stipends such as ELA, Math, Science, Special Education, or hard to fill positions.

**Problem Statement 29 Areas:** District Processes & Programs

**Problem Statement 30:** Was the school district's administrative cost ratio equal to or less than the threshold ratio?

**Root Cause 30:** The district's administrative cost ratio was higher than the threshold ratio.

**Problem Statement 30 Areas:** District Processes & Programs

**Problem Statement 31:** 37% of students taking an AP course scored a 3 or above on the exam.

**Root Cause 31:** 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 31 Areas:** Student Learning

**Problem Statement 32:** Enrollment continues to be stable and needs to increase.

**Root Cause 32:** Many surrounding districts compete with other districts, charters, and private schools for students in districts.

**Problem Statement 32 Areas:** Demographics

**Problem Statement 33:** On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send.

**Root Cause 33:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

**Problem Statement 33 Areas:** District Processes & Programs

**Problem Statement 34:** As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement.

**Root Cause 34:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

**Problem Statement 34 Areas:** District Processes & Programs

**Problem Statement 35:** Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD.

**Root Cause 35:** 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.

**Problem Statement 35 Areas:** Student Learning

**Problem Statement 36:** The effective implementation of high yield co-teaching strategies, along with intentional master schedules, and Special Education teacher contributions in Tier I planning and PLCs, continues to show a need for improvement as seen in schedules, scores, and walkthroughs.

**Root Cause 36:** Ineffective use of staff and high sped teacher turnover rates.

**Problem Statement 36 Areas:** Student Learning

**Problem Statement 37:** Special Education students continue to show gaps in the area of RLA which continues to affect their performance in all STAAR areas.

**Root Cause 37:** High numbers of students with disabilities in reading and inconsistent Tier I practices.

**Problem Statement 37 Areas:** Student Learning

**Problem Statement 38:** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that need refinement district wide as seen through campus PLC data as well as summative assessment scores.

**Root Cause 38:** Inconsistent implementation of practices during campus PLCs .

**Problem Statement 38 Areas:** Student Learning

**Problem Statement 39:** The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year.

**Root Cause 39:** The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.

**Problem Statement 39 Areas:** Student Learning

**Problem Statement 40:** The preliminary attendance rate for the 2022-2023 school year has dropped to 92.7%.

**Root Cause 40:** Parents do not understand the difference between truancy and compulsory attendance.

**Problem Statement 40 Areas:** Demographics

**Problem Statement 41:** The number of students sent to DAEP for marijuana/THC related offences rose by 50% in 2022-2023.

**Root Cause 41:** Students report using marijuana/TCH to mask symptoms of anxiety and depression. THC is becoming easier to obtain in the form of vaping devices.

**Problem Statement 41 Areas:** Demographics

**Problem Statement 42:** During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12%

**Root Cause 42:** Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers.

**Problem Statement 42 Areas:** Demographics

**Problem Statement 43:** In 2022-2023 CISD reported over 100 threat assessments.

**Root Cause 43:** More students are in crisis and experiencing trauma. They are in need of more support than in the past.

**Problem Statement 43 Areas:** Demographics

**Problem Statement 44:** 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23.

**Root Cause 44:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.

**Problem Statement 44 Areas:** Student Learning

**Problem Statement 45:** More than half of our students are leaving primary grades below grade level in writing.

**Root Cause 45:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.

**Problem Statement 45 Areas:** Student Learning



**Problem Statement 46:** 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 46:** Poor understanding of information systems, as well as a lack of transparency between departments. A tendency to hoard useful data and not share it with those who could make use of it.

**Problem Statement 46 Areas:** District Processes & Programs

**Problem Statement 47:** Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023.

**Root Cause 47:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 47 Areas:** Student Learning

**Problem Statement 48:** Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC).

**Root Cause 48:** Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.

**Problem Statement 48 Areas:** Student Learning

**Problem Statement 49:** Since 2020, Education has become the most attacked industry in the cybersecurity world. The district mitigates thousands of attempted attacks per month.

**Root Cause 49:** All teaching and learning was abruptly taken online during the pandemic.

**Problem Statement 49 Areas:** District Processes & Programs

**Problem Statement 50:** Increased response time for maintenance requests.

**Root Cause 50:** Unclear job duties and responsibilities prior for each manager position within the maintenance department to promote organizational efficiency, reduce confusion, and enhance accountability within the department

**Problem Statement 50 Areas:** District Processes & Programs

**Problem Statement 51:** Exterior doors on campuses being left open, exposing students and staff to potential danger.

**Root Cause 51:** Propping Doors Open

**Problem Statement 51 Areas:** District Processes & Programs

**Problem Statement 52:** Inconsistent and timely communication to staff, students, and parents during an emergency situation.

**Root Cause 52:** Inconsistent communication

**Problem Statement 52 Areas:** District Processes & Programs

**Problem Statement 53:** Inconsistencies in district, campus, and department level publications and social media posts diminishes the branding established at the district level.

**Root Cause 53:** The district does not have a Communications Procedures Brand Manual outlining procedures and brand information.

**Problem Statement 53 Areas:** District Processes & Programs

**Problem Statement 54:** Inability to generate sufficient funding for the Castleberry High School Addition and Renovation Project

**Root Cause 54:** Lowered bond capacity and increased cost of building materials and labor in the DFW area.

**Problem Statement 54 Areas:** District Processes & Programs

**Problem Statement 55:** To forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan

**Root Cause 55:** Rate of inflation and availability of supply inventories

**Problem Statement 55 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

Revised/Approved: October 16, 2023

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

**Performance Objective 1:** Each campus will increase in the overall "meets" performance level to 60% on the 2024 A-F Accountability Ratings.

**High Priority**

**Evaluation Data Sources:** Unit/Module Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the effectiveness of Professional Learning Communities (PLCs) across all schools within the district, promoting collaboration and continuous professional growth among educators by monitoring participation rates, documenting collaborative activities, and assessing the impact on instructional practices and increased student achievement during progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective PLCs, increased effectiveness of instruction, increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CALs, Teaching Learning and Innovation Department</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teaching, Learning, and Innovation will provide overviews of guiding documents, scope and sequence, pacing calendars, and district created assessments aligned to new STAAR format along with answering questions regarding upcoming instructional units during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance on unit/module assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Principals, CALs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create and implement a lesson planning framework to be utilized by 100% of educators that includes clear learning objectives, varied instructional strategies, and formative assessment methods that align teaching with the curriculum and the tested content while meeting the diverse needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> More targeted lesson plans, improved Tier 1 instruction, increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Teaching, Learning, and Innovation, Executive Director of Educational Leadership, Teaching, Learning, and Innovation Department, Principals, APs, CALs</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teaching, Learning, and Innovation will continuously review and revise curriculum guiding documents as outlined in the Five Year 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Creation and deep alignment of a curriculum which aligns the written and tested curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The District will provide TEKS-aligned and high quality instructional materials, resources, and professional learning for all content areas to support student performance and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Principals, CALs</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 15</p> <p><b>Funding Sources:</b> - 410- IMA, - 211 - Title I, Part A, - 255 - Title II, Part A TPTR, - Federal Funds: ESSER, - 215 - Title I, Part D, - 199 - General Fund, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teaching, Learning, and Innovation will develop and implement a comprehensive professional development program that effectively addresses the specific needs and goals identified by teachers and administration during walkthroughs, T-TESS, professional learning communities, instructional rounds, progress monitoring, and other assessments of instructional practices leading to 60% of students achieving a "meets" level score on the STAAR assessment or higher.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 255 - Title II, Part A TPTR, - 262 - Title II, Part D, - 263 - Title III, LEP, - Federal Funds: ESSER, - TEA Strong Foundations Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The District will increase student engagement and retention of skills/concepts by providing professional learning and job-embedded opportunities on the effective implementation of high-yield instructional strategies within tier one instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student engagement and retention of concepts/skills</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Principals, CALs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p> <p><b>Funding Sources:</b> - Federal Funds: ESSER, - 255 - Title II, Part A TPTR, - 211 - Title I, Part A, - TEA Strong Foundations Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Teaching, Learning, and Innovation will provide teachers with specific guidelines and professional learning support for the lesson delivery cycle including the Gradual Release of Responsibility and 5E Models.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will connect and retain concepts learned, increase in student achievement on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Principals, CALs</p>	Formative			Summative
	Nov	Jan	Mar	June







Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teaching, Learning, and Innovation will support teachers in increasing the exposure to the various ways content is tested on the redesigned STAAR test which will provide a deeper understanding of content to equip students with the information necessary for student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance on all STAAR tests</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 5, 7, 8, 9, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Teaching, Learning, and Innovation will provide on-going professional learning and resources to support research-based writing strategies across contents that will deepen students' understanding of the content, enhance critical thinking and writing skills, and grow students' overall literacy development.</p> <p><b>Strategy's Expected Result/Impact:</b> Core content teachers consistently utilize student digital portfolios to collect and house students' writing samples, self-assessments, goal-setting, and reflections on their progress and growth as a writer in that discipline</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 262 - Title II, Part D, - 255 - Title II, Part A TPTR, - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Prior to the beginning of the 2023-2024 school year, develop and implement a standardized Teacher Walk Through 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 from the previous year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, Principals, Assistant Principals</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 15, 18</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> ELAR will provide job-embedded professional learning and coaching on systematic writing instructional routines to demonstrate a step-by-step procedure when teaching the writing process.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in STAAR writing scores; student writing that shows evidence of internalizing the recursive writing process to become independent, confident writers</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Coordinators, ELAR Coaches, Principals, CALs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund, - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> ELAR will embed explicit, systematic grammar and conventions lessons and strategies into guiding documents and will use these lessons and strategies to build teachers' content knowledge and instructional delivery of the revising and editing steps in the writing process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness; growth in campus data and student performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Coordinators, ELAR Coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - 262 - Title II, Part D, - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> The Math Department through collaborative partnerships and TEA grant funding will develop and implement a comprehensive PreK-12 Math Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance in math</p> <p><b>Staff Responsible for Monitoring:</b> Math Coordinators, Math Coaches, Principals, CALs</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8</p> <p><b>Funding Sources:</b> - TEA Strong Foundations Grant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> With the new math adoption, the math department will continue supporting the fidelity of implementation to ensure vertical alignment K-5 which includes summer professional learning, the 5E Model (engage, explore, explain, elaborate, and evaluate), and ongoing teacher collaboration with the content coordinator and coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertically aligned resources and supports</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator, Elementary Math Coach, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8</p> <p><b>Funding Sources:</b> - 410- IMA, - 211 - Title I, Part A, - TEA Strong Foundations Grant, - 410- IMA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Math 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 Guiding Documents.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a concrete understanding of advanced mathematical concepts to better connect to abstract, increase in student achievement on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Math Coordinators, Math Coaches, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 6, 7, 8, 14</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund, - TEA Strong Foundations Grant</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p><b>Strategy 17:</b> Science will support the implementation and utilization of a district-wide method for analyzing and interpreting science problems (RUBIES).</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance on science assessments</p> <p><b>Staff Responsible for Monitoring:</b> Science Coordinators, Principals, CALs</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 18 Details	Reviews			
<p><b>Strategy 18:</b> The science department will facilitate the development and training of an instructional materials adoption committee to review and propose the adoption of a K-12 vertically aligned core curriculum in accordance with the newly released science TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Vertically aligned resources and supports for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Science Coordinators, Executive Director of Teaching, Learning, and Innovation</p> <p><b>Problem Statements:</b> Student Learning 9</p> <p><b>Funding Sources:</b> - 410- IMA</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 19 Details	Reviews			
<p><b>Strategy 19:</b> Social Studies will support teachers in creating and monitoring formative assessments to create intervention plans to correct misconceptions and misunderstandings in a timely manner. Grades 6th-8th will implement pre-assessment to have a better understanding of students strengths and knowledge gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and students performance on all STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Coordinator, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 11</p> <p><b>Funding Sources:</b> - 410- IMA, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 20 Details	Reviews			
<p><b>Strategy 20:</b> The Child Nutrition Department will enhance the quality and nutritional value of food options available in the school cafeteria, focusing on offering choices that align with dietary guidelines and support students' overall well-being while also continuously adapting and refining the menu offerings based on assessment results and students' preferences to increase student academic achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Child Nutrition Department</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 21 Details	Reviews			
<p><b>Strategy 21:</b> The Math Department will support the implementation and utilization of a district-wide method for analyzing and interpreting problem solving in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in campus data and student performance on math assessments</p> <p><b>Staff Responsible for Monitoring:</b> Math Coordinators, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 5, 6, 7, 8</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 22 Details	Reviews			
<p><b>Strategy 22:</b> Castleberry ISD will improve the effectiveness of the T-TESS system by developing a timeline for training, evaluation cycles, and targeted support, ensuring that all components of the T-TESS process are completed within the specified timeframe. Regularly monitor progress and make necessary adjustments to meet the established timeline.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Acquisition, Executive Director of Educational Leadership</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 23 Details	Reviews			
<p><b>Strategy 23:</b> Campuses will evaluate 100% of teachers using the T-TESS rubric and provide targeted support and professional development opportunities to improve teacher effectiveness based on identified areas of improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness, Improve feedback from T-TESS Evaluators</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, Principals, Assistant Principals</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 14, 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 24 Details	Reviews			
<p><b>Strategy 24:</b> All eligible campuses will participate in the Effective Schools Framework Grant partnership with Region XI who will provide TIP development support and training on Lesson Alignment and Formative Assessment through Texas Instructional Leadership.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be increased teacher capacity to align lessons to the standards and develop and utilize formative assessments effectively. There will be increased student achievement as a result of increased teacher capacity.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, Principals, Assistant Principals, Campus Academic Leaders</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 8</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 25 Details	Reviews			
<p><b>Strategy 25:</b> Through the ADSY Grant, the district will partner with Big Thought and ACE to expand Castleberry ISD summer programs.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be increased instructional and enrichment opportunities for students in the summer. There will be increased student readiness for the upcoming school year.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, ACE Program Manager, Principals, ACE Site Coordinators, Content Coordinators</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 5, 6, 8</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.

**Problem Statement 2:** More than half of our students are leaving primary grades below grade level in writing. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.

**Problem Statement 3:** On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.

**Problem Statement 4:** Only 41% of all students achieved the Meets performance level on the RLA STAAR/EOC. **Root Cause:** Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.

**Problem Statement 5:** Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 6:** Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC). **Root Cause:** Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.

**Problem Statement 7:** Math STAAR performance for the 2023 accountability continues to be below the state performance average. **Root Cause:** Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

**Problem Statement 8:** Only 28% of all students are achieving meets on the Math STAAR/EOC. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 9:** Science STAAR decreased in Meets and Masters as compared to 2022 and falls below the state performance average. **Root Cause:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

**Problem Statement 11:** Only 25% of all students are achieving meets on the 8th grade Social Studies STAAR. **Root Cause:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

**Problem Statement 14:** 85% of high school students did not score 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 ACT and SAT information embedded in core academic areas.

**Problem Statement 15:** 37% of students taking an AP course scored a 3 or above on the 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 18:** The effective implementation of high yield co-teaching strategies, along with intentional master schedules, and Special Education teacher contributions in Tier I planning and PLCs, continues to show a need for improvement as seen in schedules, scores, and walkthroughs. **Root Cause:** Ineffective use of staff and high sped teacher turnover rates.

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

**Performance Objective 2:** Each campus will increase Academic Growth to 85% on the 2024 A-F Accountability Ratings.





**High Priority**

**Evaluation Data Sources:** Unit/Module Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, NWEA MAP Growth Assessment, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CISD will provide accelerated instructional opportunities and enrichment through the ACE afterschool/summer program (21st Century grant), PACE Saturdays, and credit recovery programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Support student growth and increase in credits recovered</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Executive Leadership, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 7, 12, 14 - District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 199 - General Fund, - Federal Funds: ESSER, - 211 - Title I, Part A, - 199 - General Fund: State Compensatory Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses will support teachers with implementing student data tracking, goal setting with supplemental supports, and student reflection of their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build self reflection, efficacy, and ownership in their learning</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 17, 19</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By the end of the 23-24 school year, Campus Academic Leaders will know how and when to utilize MAPS reports to plan and monitor Tier II and III interventions for students in all STAAR grades/subjects as evidenced by 9 week MTSS progress monitoring meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted MTSS Tier 2/3 interventions. Growth in skills leading to increases in ELA and Math scores.</p> <p><b>Staff Responsible for Monitoring:</b> MTSS/504 Coordinator, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 19</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - 215 - Title I, Part D, - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Gifted and Talented will provide planning and training opportunities for teachers of advanced learners to provide high quality instruction through the Texas Performance Standards Project or other authentic cross-curricular learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Professional learning to extend cross-curricular learning opportunities for gifted and advanced learners.</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director</p> <p><b>Problem Statements:</b> Student Learning 4, 8, 9, 11, 14, 15</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide engaging learning extensions and enrichment opportunities for students.</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 4, 8, 9, 11, 14</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Gifted and Talented will provide extra-curricular clubs, field experiences, and culturally-diverse community push-in both on-site and off-site (examples: field trips, assemblies, community mentors/guest speakers, virtual field trips, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Multiple enrichment opportunities for advanced learners to build connections and expand content knowledge in specific areas of interest.</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director, Fine Arts Coordinator (UIL Coordinator), Principals, CALs</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teaching, Learning, and Innovation will provide on-going professional learning for teachers and administrators on how to use STAAR benchmark, unit assessment, and other formative/diagnostic data to drive instruction and tiered intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in tier one instruction and the MTSS process</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, Innovation Department, MTSS/504 Coordinator, Principals, CALs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 19</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER, - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. <b>Root Cause:</b> Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.</p>
<p><b>Problem Statement 2:</b> More than half of our students are leaving primary grades below grade level in writing. <b>Root Cause:</b> Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.</p>
<p><b>Problem Statement 3:</b> On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). <b>Root Cause:</b> Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.</p>
<p><b>Problem Statement 4:</b> Only 41% of all students achieved the Meets performance level on the RLA STAAR/EOC. <b>Root Cause:</b> Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.</p>
<p><b>Problem Statement 5:</b> Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. <b>Root Cause:</b> Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.</p>
<p><b>Problem Statement 6:</b> Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC). <b>Root Cause:</b> Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.</p>
<p><b>Problem Statement 7:</b> Math STAAR performance for the 2023 accountability continues to be below the state performance average. <b>Root Cause:</b> Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.</p>
<p><b>Problem Statement 8:</b> Only 28% of all students are achieving meets on the Math STAAR/EOC. <b>Root Cause:</b> Teachers need more professional learning in content and tier 1 instructional strategies, coaching, and support on facilitating conceptual understanding and providing lesson extensions.</p>

## Student Learning

**Problem Statement 9:** Science STAAR decreased in Meets and Masters as compared to 2022 and falls below the state performance average. **Root Cause:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

**Problem Statement 11:** Only 25% of all students are achieving meets on the 8th grade Social Studies STAAR. **Root Cause:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

**Problem Statement 12:** The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. **Root Cause:** The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

**Problem Statement 13:** Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II. **Root Cause:** Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

**Problem Statement 14:** 85% of high school students did not score 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 ACT and SAT information embedded in core academic areas.

**Problem Statement 15:** 37% of students taking an AP course scored a 3 or above on the 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 17:** Special Education students continue to show gaps in the area of RLA which continues to affect their performance in all STAAR areas. **Root Cause:** High numbers of students with disabilities in reading and inconsistent Tier I practices.

**Problem Statement 19:** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that need refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

## District Processes & Programs

**Problem Statement 1:** Student attendance has dropped below the 95% budget threshold. **Root Cause:** There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).





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

**Performance Objective 3:** For each campus, all subpopulation indicators will meet the interim academic target of 3 in Closing the Gaps on the 2024 A-F Accountability Ratings (all, two lowest performing, "high focus" group).

**High Priority**

**Evaluation Data Sources:** Unit/Module Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By the end of the 23-24 school year, 100% of General Education and Special Education teachers involved in a STAAR co-teaching situation will be trained in effective and intentional co-teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in high yield strategies for all students, increase in effective differentiation</p> <p><b>Staff Responsible for Monitoring:</b> CALs, Special Programs Director, Special Education Coordinator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 13, 17, 18</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in STAAR reading and math scores</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, and Innovation Department, Special Programs Department, Principals, CALs, Interventionists</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 19</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 211 - Title I, Part A, - Federal Funds: ESSER, - 215 - Title I, Part D, - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> By utilizing data from campus walkthroughs, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 23-24 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased in RLA scores, Increase in SpEd scores, closing gaps in learning</p> <p><b>Staff Responsible for Monitoring:</b> Principals, APs, CALs, Executive Director of Teaching, Learning, and Innovation, Director of Special Programs, Special Education Coordinator</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 13, 17, 18</p> <p><b>Funding Sources:</b> - 224 - IDEA B, Special Education</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Progress reports, service documentation, and self-contained (SBI/CBI/STePs) goals will be audited at least once each nine weeks to ensure compliance and best practices as it relates to instructional effectiveness. Findings will be shared with special education teachers in hopes of improved student outcomes after each nine week cycle.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Director, Special Education Coordinator, Campus SpEd Appraisers</p> <p><b>Problem Statements:</b> Student Learning 13, 17, 18</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Bilingual/ESL will deep align the K - 5 guiding documents and assessments in dual language content areas that allows skills to be taught in both languages as appropriate and add transferable skills and bridging to facilitate language transfer and acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR tests will be scored at meet levels by 60% of students</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Elementary Specialist, and Content Coordinator</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 263 - Title III, LEP, - 199 - General Fund: Bilingual Allotment, - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. <b>Root Cause:</b> Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.</p>

## Student Learning

**Problem Statement 2:** More than half of our students are leaving primary grades below grade level in writing. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.

**Problem Statement 3:** On the RLA STAAR/EOC, 29% percent of students scored a 0 out of 10 points on the extended constructed response (ECR). **Root Cause:** Lack of explicit instruction with modeling and multiple opportunities to practice with immediate and corrective feedback.

**Problem Statement 4:** Only 41% of all students achieved the Meets performance level on the RLA STAAR/EOC. **Root Cause:** Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.

**Problem Statement 5:** Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 6:** Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC). **Root Cause:** Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.

**Problem Statement 7:** Math STAAR performance for the 2023 accountability continues to be below the state performance average. **Root Cause:** Adjustments needed to written curriculum and ongoing support for effective tier 1 instruction.

**Problem Statement 8:** Only 28% of all students are achieving meets on the Math STAAR/EOC. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies, coaching, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 9:** Science STAAR decreased in Meets and Masters as compared to 2022 and falls below the state performance average. **Root Cause:** The lack of content knowledge and gaps in supporting background knowledge from previous years have affected overall performance.

**Problem Statement 11:** Only 25% of all students are achieving meets on the 8th grade Social Studies STAAR. **Root Cause:** Teachers place less emphasis on supporting TEKS and TEKS not heavily tested. Lack of multiple contexts for tested items were not a priority due to the ways certain concepts have been tested over time.

**Problem Statement 12:** The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification. **Root Cause:** The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.

**Problem Statement 13:** Special Education students achieved 9% Meets in 5th grade Math and 0% at Meets and Masters in ELA I and II. **Root Cause:** Inconsistent co-teach models were utilized in these areas due to the inefficient scheduling of special education teachers/classes within the master schedule.

**Problem Statement 17:** Special Education students continue to show gaps in the area of RLA which continues to affect their performance in all STAAR areas. **Root Cause:** High numbers of students with disabilities in reading and inconsistent Tier I practices.

**Problem Statement 18:** The effective implementation of high yield co-teaching strategies, along with intentional master schedules, and Special Education teacher contributions in Tier I planning and PLCs, continues to show a need for improvement as seen in schedules, scores, and walkthroughs. **Root Cause:** Ineffective use of staff and high sped teacher turnover rates.

**Problem Statement 19:** The implementation of utilizing MAPS/screening data within the MTSS process continues to be an area of practices that need refinement district wide as seen through campus PLC data as well as summative assessment scores. **Root Cause:** Inconsistent implementation of practices during campus PLCs .

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

**Performance Objective 4:** Overall Goal: College, Career, and Military (CCMR) Readiness measure will increase from 77 to 90 scaled score on the 2024 A-F Accountability Ratings.

- Increase the percentage of students eligible for CCMR outcome bonuses by 25% within the 2023-2024 academic year, with a focus on achieving predefined benchmarks for college enrollment, career placement, number of students receiving scholarships, and military readiness.
- The career ready annual graduates will meet the state established baseline of 20% for the newly aligned IBC criteria.
- The percent of students that meet the completer status for a coherent sequence of coursework aligned with State adopted CTE pathways will increase from 45% to 60% by August 2024.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** CCMR Spreadsheet, On Data Suite

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will include students in tracking and monitoring their progress toward earning College, Career, and Military Readiness (CCMR).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have a clear understanding of their CCMR goal and will have a plan to work toward that goal with the end in mind for post-secondary awareness and success</p> <p><b>Staff Responsible for Monitoring:</b> CHS Academic Dean, Associate CCMR Advisor, Career and Technical Education (CTE) Director, Principals, Counselors</p> <p><b>Title I:</b> 2.4, 2.6, 4.2</p> <p><b>Problem Statements:</b> Student Learning 14</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will provide college prep courses and academic boot camp opportunities to prepare students for success on college and military entry exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase scores on college entry exams such as the PSAT/NMSQT, SAT, ACT, TSI, and ASVAB</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 14, 16, 20</p> <p><b>Funding Sources:</b> - 199 - General Fund - ESSR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Dual Enrollment/OnRamps and Dual Credit courses will be evaluated each year to ensure the courses are expanded and outlined in the Student Academic Planning Guide (APG).</p> <p><b>Strategy's Expected Result/Impact:</b> Expand and strengthen existing partnerships in CTE Technical Dual Credit, explore additional OnRamps offerings, and Dual Credit opportunities</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 20</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Career and Technology Education will refine and continue to implement the plan that links new pathways, develops local partnerships, and gives students the opportunity to acquire industry-based certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing the number of partnerships will provide multiple opportunities for students to graduate future ready with as many skills-based certificates, licenses and/or certifications as possible</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 20</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 244 - CTE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The district will expand options for students to become core complete or earn a Level I/Level II Certificate from a cooperating community college by the time they graduate from high school as well as enter into higher education.</p> <p><b>Strategy's Expected Result/Impact:</b> New partnership exploration and existing partnership expansion will lead to obtaining a degree or student certificate</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, CHS Academic Dean, Associate CCMR Advisor, CTE Director, Teaching, Learning, and Innovation Department, Principals, CALs, Counselors</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 20</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The district will ensure and align resources for REACH Alternative High School students to meet Accountability in CCMR on A-F Accountability Ratings.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet CCMR accountability measures</p> <p><b>Staff Responsible for Monitoring:</b> Associate CCMR Advisor, CTE Director, REACH High School Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2</p> <p><b>Problem Statements:</b> Student Learning 14, 20</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The district will increase effective and efficient digital communication (Castleberry ISD website, Twitter, and Facebook) with students and parents to increase stakeholder knowledge and awareness of the benefits and availability of college and career readiness opportunities. Examples: dual credit, dual enrollment, OnRamps, and college entrance test preparation sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation and interest in college and career ready courses, college entrance exam test preparation sessions, and college entrance testing</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator, Director of Technology, CHS Academic Dean, CTE Director, and Associate CCMR Advisor</p> <p><b>Problem Statements:</b> Student Learning 14, 16</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The district will continue to track and ensure students are completers in a CTE pathway and are career ready.  <b>Strategy's Expected Result/Impact:</b> More students will be career ready upon graduation, District tiered funding will increase  <b>Staff Responsible for Monitoring:</b> CHS Academic Dean, Associate CCMR Advisor, CTE Director, Principals, Counselors  <b>Problem Statements:</b> Student Learning 20</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Advance Placement teachers will meet once every six weeks or more with the Campus Academic Leader, CHS Academic Dean, and Associate CCMR Advisor to discuss the effective use of the Advanced Placement dashboard.  <b>Strategy's Expected Result/Impact:</b> Consistent use of Advanced Placement dashboard thereby increasing the rigor of the course content and quality of assessment feedback; 25% of students taking an Advanced Placement course in a core academic area will score a 3 or higher  <b>Staff Responsible for Monitoring:</b> CHS Academic Dean, Associate CCMR Advisor, CTE Director, Principals, CALs  <b>Problem Statements:</b> Student Learning 15</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Embed TSI supports into existing courses to increase student success on the Texas Success Initiative Assessment.  <b>Strategy's Expected Result/Impact:</b> The percentage of students successful on the TSI assessment will increase.  <b>Staff Responsible for Monitoring:</b> CHS Academic Dean, Associate CCMR Advisor, Principals, CAL, Counselors  <b>Problem Statements:</b> Student Learning 14, 16</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Facilitate six collaboration meetings or workshops to establish common and aligned goals, strategies, and action plans that align all college, career, and military readiness (CCMR) leaders, counselors, and teachers across the school district to enhance student readiness for post-secondary education, careers, and military service.  <b>Strategy's Expected Result/Impact:</b> Increased achievement in the area of College, Career, and Military Readiness.  <b>Staff Responsible for Monitoring:</b> CTE Director, Associate CCMR Advisor, Executive Director of Educational Leadership, Principal  <b>Problem Statements:</b> Student Learning 14, 16</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## Performance Objective 4 Problem Statements:

### Student Learning

**Problem Statement 14:** 85% of high school students did not score 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 ACT and SAT information embedded in core academic areas.

**Problem Statement 15:** 37% of students taking an AP course scored a 3 or above on the 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:** Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD. **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.

**Problem Statement 20:** The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year. **Root Cause:** The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.





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

**Performance Objective 5:** Four year graduation rate will increase to 98% in Closing the Gaps meeting the long term target of 4 on the 2024 A-F Accountability Ratings.

**High Priority**

**Evaluation Data Sources:** Leaver Tracking Notebook

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All leavers will be documented according to PEIMS guidelines and potential drop-outs will be monitored during monthly campus leadership team meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure accuracy of reports to TEA, help recover students with credit recovery options, and provide enrollment options for potential drop-outs</p> <p><b>Staff Responsible for Monitoring:</b> Management Systems Coordinator, Campus Data Management Specialists, Principals, Attendance Officers</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Assistant Principals will follow district truancy procedures and implement appropriate truancy prevention measures (TPM's) to engage parents and prevent students from dropping out of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance percentages at each campus, decrease dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Attendance Clerks, Assistant Principals</p> <p><b>Title I:</b> 2.6, 4.2</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 215 - Title I, Part D</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Credit recovery opportunities will be offered at both Castleberry High School and REACH High School. Counselors will monitor earned credits and meet with individual students to adjust course selections and graduation plans to ensure students are on track to graduate with their cohort.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation and completion of graduation requirements</p> <p><b>Staff Responsible for Monitoring:</b> CHS Academic Dean, Principals, Counselors</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 1:</b> Student attendance has dropped below the 95% budget threshold. <b>Root Cause:</b> There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).</p>
<p><b>Problem Statement 2:</b> Student attendance has dropped below the 95% budget threshold. <b>Root Cause:</b> Parents do not understand the importance of regular school attendance.</p>

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





**Performance Objective 6:** On each campus, Emergent Bilinguals will meet the target of 34% for high school, 44% for middle school, and 49% for elementary for English Language Proficiency which will result in a 3 in Closing the Gaps on the 2024 A-F Accountability Ratings.

**High Priority**

**Evaluation Data Sources:** Unit/Module Assessments, Curriculum-Based Assessments, Benchmarks, Student Artifacts, NWEA MAP Growth Assessment, STAAR, TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will update the K - 2 Spanish Language Arts (SLAR) curriculum and assessments to include English Language Development Scope and Sequence that follows both the science of reading and best practices for language acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress in language acquisition as measured by TELPAS resulting in an increase in student reclassification.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Bilingual/ESL Specialist, Early Literacy Coordinator, Early Literacy Coach</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 199 - General Fund, - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELLA-ELDA curriculum documents will be created to help newcomer students improve their listening, speaking, reading, and writing skills in English.</p> <p><b>Strategy's Expected Result/Impact:</b> English development for newcomers will become structured, reflecting research-based practices and sequencing to support language development.</p> <p><b>Staff Responsible for Monitoring:</b> ESL Specialist, Bilingual/ESL Coordinator, and CALs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP, - 199 - General Fund: Bilingual Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will offer Professional Learning on Content-Based Language Instruction as well as continuous support on ELPS implementation throughout the school year to ensure that teachers are empowered to create lessons that incorporate content-based language supports aligned with language and content objectives.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress in language acquisition as measured by TELPAS resulting in an increase in student reclassification.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The district will provide training specific to the needs of long-term EBs in order to assist them in reclassifying within 5 years.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress in language acquisition as measured by TELPAS resulting in an increase in student reclassification.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 199 - General Fund: Bilingual Allotment, - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The District purchase and support a language development program to assist newcomers in developing English proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Newcomers will acquire English more rapidly and systematically allowing them to access the Tier I curriculum.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 261 - Title III-A, Immigrant, - 199 - General Fund: Bilingual Allotment</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The District will purchase and implement language acquisition programs and resources to support Emergent Bilinguals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will make progress in language acquisition as measured by TELPAS resulting in an increase in student reclassification.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator, Bilingual/ESL Specialists</p> <p><b>Problem Statements:</b> Student Learning 12</p> <p><b>Funding Sources:</b> - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 6 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 12:</b> The majority of emergent bilingual students consistently remain in their respective language programs beyond the 5-year expectation for reclassification.</p> <p><b>Root Cause:</b> The rigor and content of the productive domains of the ELPS are being neither routinely nor effectively addressed in all core content areas.</p>





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

**Performance Objective 7:** Castleberry ISD's identified gifted and talented population will increase by 1.2% to mirror the state percentage of identified students.

**Evaluation Data Sources:** TAPR, Skyward Data, Castleberry ISD Gifted/Talented Program of Services

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing multi-modal communication in home languages to all stakeholders that outlines gifted behaviors to recognize and the referral and identification processes, and additionally dispense information about updates to gifted services and opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> A strong understanding of giftedness and an increase in the number of students identified for the services</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director</p> <p><b>Title I:</b> 2.4</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training for teachers and staff to identify gifted behaviors and gifted behaviors specific to special populations, especially gifted girls/gifted boys and CLED (culturally, linguistically, and economically diverse) students. Train teachers to use planned experiences for observing behaviors &amp; collecting work samples, to identify gifted traits in other work samples, and to keep anecdotal records of examples of gifted behaviors they witness.</p> <p><b>Strategy's Expected Result/Impact:</b> A strong understanding of giftedness and an increase in the number of students identified for the services</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer both in-person and virtual informational meetings to explain the assessment and identification process for gifted services. The meeting will also provide an overview of giftedness and behaviors commonly used in identification, as well as how Castleberry ISD provides instructional services to support their learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> To support our families' understanding of giftedness and the referral process for identification along with services Castleberry ISD provides</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide informational meetings to families of identified gifted students to review academic and social/emotional learning needs, present parent resources, and describe the annual independent study.</p> <p><b>Strategy's Expected Result/Impact:</b> To support our families' understanding of giftedness and describe the services Castleberry ISD provides to gifted learners.</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director, Principals, CALs</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Develop and implement a screening tool to help identify students potentially missed through the referral process.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify under-represented subpopulations and locate hidden gifted students.</p> <p><b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator, Associate CCMR Advisor, CTE Director</p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> - 199 - General Fund: Gifted and Talented</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 7 Problem Statements:**





## Demographics

**Problem Statement 1:** 6.8% of students in Castleberry ISD receive gifted and talented services versus 8% at the state level. **Root Cause:** Even though we continue to grow in identification, we still need to continue to work on increased professional learning opportunities for teachers and information sessions with parents to support awareness of giftedness, process of identification, and service availability with a strategic focus on the discrepancy between boys and girls and CLED (culture, language, and economically disadvantaged).

**Goal 2: Enhance Trust and Confidence in the District through Effective Communication**

**Performance Objective 1:** Provide regular updates to stakeholders about progress, changes, and important events along with opportunities for stakeholders to provide feedback.

**Evaluation Data Sources:** ParentSquare

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure the district's internal and external plans for stakeholder communications are created by the end of September 2023 and are consistently implemented, in emergency and non-emergency situations throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Trust</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator, Safety and Security Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 24, 25</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the frequency of district and campus information updates and opportunities for stakeholder feedback, suggestions, and opinions on district initiatives, changes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased feedback opportunities for improvement</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 24, 25</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct an annual communications survey mid-year to assess stakeholders' trust and confidence levels on district and campus communication, aiming for a minimum response rate of 30%.</p> <p><b>Strategy's Expected Result/Impact:</b> Minimum response at 30% or higher</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 24, 25</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## District Processes & Programs





**Problem Statement 24:** As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. **Root Cause:** The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.

**Problem Statement 25:** On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. **Root Cause:** Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 2:** Foster collaboration and communication between teachers, students, and parents on student progress through both personal conversations and digital tools and platforms that enable real-time communication and feedback.

**Evaluation Data Sources:** ParentSquare reports, Communications Survey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Adopt a mass communications platform in summer 2023 that will be fully integrated at all levels (classroom, campus, and district) by the start of the 2024-2025 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Unified and streamlined communication. Increased parent engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 24, 25</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide on-going training and support for teachers, campus administrators, and district administrators to ensure they are proficient in using the adopted communications platform and the district's communications process.</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 24</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 24:</b> As revealed on the district's communications survey, 80% of respondents reported receiving district information "almost always" or "often" from 8 different sources, resulting in potential inconsistencies and challenges in parental engagement. <b>Root Cause:</b> The lack of a unified district communications plan resulted in teachers and campuses using a variety of tools and platforms to communicate with parents.</p>
<p><b>Problem Statement 25:</b> On the district's communications survey, 79% of parent respondents cited that they rely on automated text messages to receive district information. However, according to a Skylert broadcast summary report from 2023, 57.8% of automated text messages sent through Skylert are ineligible or fail to send. <b>Root Cause:</b> Parents who's data was pulled from Skyward to Skylert during the time when the district required parents to double opt in to receive text messages still needed to complete this process, even though in Oct. 2021, the district requested parents automatically receive text messages.</p>

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 3:** Celebrate successes and milestones with stakeholders to help build a sense of community, foster ongoing engagement, and strengthen the district brand.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a comprehensive recognition program to acknowledge and honor outstanding achievements by students, staff, and community members.</p> <p><b>Strategy's Expected Result/Impact:</b> More community involvement, better attendance rates, and higher morale as measured by attrition rates</p> <p><b>Staff Responsible for Monitoring:</b> At Risk Outreach Coordinator</p> <p><b>Problem Statements:</b> Demographics 2, 4 - District Processes &amp; Programs 3, 16</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the visibility of positive perception of the school district by actively showcasing the successes and milestones through various communication channels.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher transfer and attendance rates along with higher morale as measured by attrition rates</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4 - District Processes &amp; Programs 3, 16</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Achieve a yearly 10% growth in transfer student enrollment, starting from a base of 400 students in the 2022-2023 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher transfer rates</p> <p><b>Staff Responsible for Monitoring:</b> Communications Coordinator MIS Coordinator</p> <p><b>Problem Statements:</b> Demographics 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 2:** 42.8% of teachers in Castleberry ISD have 5 or less years of experience versus 34.6% at the state level (source TAPR 2021-2022). **Root Cause:** High turnover rate (CISD: 24.8% vs State: 17.7% (source TAPR 2021-2022)).

**Problem Statement 3:** Enrollment continues to be stable and needs to increase. **Root Cause:** Many surrounding districts compete with other districts, charters, and private schools for students in districts.

**Problem Statement 4:** The preliminary attendance rate for the 2022-2023 school year has dropped to 92.7%. **Root Cause:** Parents do not understand the difference between truancy and compulsory attendance.

## District Processes & Programs

**Problem Statement 3:** Although we began the 2022-2023 school year with all content teachers hired, for 2023-2024, we are still attempting to fill (7) teacher vacancies, including special education, Math, Science, and Bilingual and regular education. We are experiencing little to no qualified applicants for these positions. **Root Cause:** While we increased the turnaround time for hiring and onboarding new staff in 22-23, the number of qualified candidates nationwide is very limited. While our compensation package is competitive for base pay, athletic/fine arts/degree stipends, longevity/attendance stipends, we are not competitive in content area stipends such as ELA, Math, Science, Special Education, or hard to fill positions.

**Problem Statement 16:** Research indicates that high performance organizations have a retention rate of 91% or more. While we reduced our teacher turnover rate from 30% in 2021-2022 to 25% in 2022-2023, this yields us a 75% retention rate overall. **Root Cause:** National data indicates that supporting educators through SEL and PD is important for schools and districts to retain quality teachers. Exit survey data suggests some missed opportunities in providing additional mentorship and support to 1-3 year teachers in our districts, particularly in special education and providing curriculum and assessment information at earlier time frames.

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication





**Performance Objective 4:** Increase attendance from 92.76% to 95% through timely effective communication.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Refine the role of the Student Advocate Specialist at the elementary and secondary levels to develop consistent communication and support between classroom teachers and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate, fewer students who need Truancy Prevention Measures, stronger relationships with families, parents who are educated on the importance of daily attendance</p> <p><b>Staff Responsible for Monitoring:</b> Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership</p> <p><b>Title I:</b> 4.2</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Attendance Incentives, Printed Materials, Human Resources - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Student Advocate Specialists will educate families about the importance of daily attendance while building impactful relationships and providing resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance, stronger relationships between home and school</p> <p><b>Staff Responsible for Monitoring:</b> Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Printed Materials, Human Resources - Federal Funds: ESSER</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student Advocate Specialists will communicate roles and responsibilities to campus staff and stake holders, to ensure there is clear communication and support for all parties involved. This will include being available on campus for one day each week to support teachers directly.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance, families needs being met, increased communication between home and school, stronger relationships between home and school</p> <p><b>Staff Responsible for Monitoring:</b> Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Printed Materials, Technology, Human Resources - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Student Advocate Specialists will contact enrolled students that are not in attendance during the first week of school.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased number of leavers and increased number of students in attendance during the first week of school</p> <p><b>Staff Responsible for Monitoring:</b> Lead Student Advocate Specialist, Director of School and Student Support, Executive Director of Educational Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Human Resources, printed materials, technology - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Communications and Student Advocate Specialists will partner to ensure information about the importance of attendance is shared from the district level through the use of social media, emails, Parent Square, and videos.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Student Advocate Specialist, Director of School and Student Support, Communication Specialist</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Technology, Human Resources - Federal Funds: ESSER</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Student Advocate Specialists will support campus staff in sending 90% attendance warning letters each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent awareness about 90% attendance requirements.</p> <p><b>Staff Responsible for Monitoring:</b> Student Advocate Specialists, Assistant Principals, Attendance Clerks</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Postage - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Reduce student chronic absenteeism in the district by 20% during the 2023-2024 academic year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Director of School and Student Support Student Advocate Specialists Assistant Principals</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 4 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 1:</b> Student attendance has dropped below the 95% budget threshold. <b>Root Cause:</b> There is a lack of clearly defined roles for staff who can have a direct impact on student attendance (front office staff, teachers, administrators).</p>
<p><b>Problem Statement 2:</b> Student attendance has dropped below the 95% budget threshold. <b>Root Cause:</b> Parents do not understand the importance of regular school attendance.</p>

**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 5:** Increase the quality of parent and family engagement by ensuring that all engagement events include at minimum 3 of the 4 REAL (Relationships, Experiences, Academic Partnerships & Leadership) engagement criteria.





**High Priority**

**Evaluation Data Sources:** Flyers/Advertisements of Events  
 Attendance sign-in sheets  
 Surveys - Feedback from parents  
 Parents Enrolled and Graduated - Parent University  
 Documentation in District tracking system

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 to refine family engagement opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and family engagement opportunities that meet the needs and interests of parents and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of School and Student Support, At-risk Outreach Coordinator, Executive Director of Educational Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 8, 10, 12</p> <p><b>Funding Sources:</b> Technology - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Partner with ACE to provide attractive and engaging REAL Family Engagement events and training sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Real Family Engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of School and Student Support, At-risk Outreach Coordinator, Executive Director of Educational Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 10, 11, 15</p> <p><b>Funding Sources:</b> Printed Materials, Training Supplies, Human Resources, Refreshments for families, Activity Supplies, Outside Trainers - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> District and campuses will plan activities that comply with ESSA Title I, Part A Requirements and meet REAL (Relationships, Experiences, Academic Partnerships, &amp; Leadership) engagement criteria.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and family involvement, increased student performance, decreased truancy</p> <p><b>Staff Responsible for Monitoring:</b> At-risk Outreach Coordinator, Executive Director of Executive Leadership</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 8, 10, 11, 15</p> <p><b>Funding Sources:</b> Printed Materials, Training Supplies, Technology, Refreshments for families - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Build REAL Family Engagement by offering programs and training opportunities that develop academic and behavioral partnerships with parents leading to increased student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement, increased student success</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, At-Risk Coordinator, ACE Program Director, ACE Program Specialist, Principals, Counselors</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 11, 15</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Support Parents as their Child's First Teacher by offer training, resources, and materials for parents of incoming PreK students.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger academic transition from prekindergarten to elementary school, Increased parent understanding of supporting students with at-home learning</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, Early Literacy Coordinator, Principals</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5, 6 - District Processes &amp; Programs 15</p> <p><b>Funding Sources:</b> Training Supplies, Activity Supplies, Printed Materials, Human Resources - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Through REAL Family Engagement events, provide information and resources to parents that support student academic, behavioral, and social emotional well being including but not limited to accessing assessment results, interpretation of the results, explanation of TEKS, 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, graduation requirements, resources in the community, and homework support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent knowledge of state assessments, increased parent understanding of supporting student with at-home learning, increased student state assessment scores.</p> <p><b>Staff Responsible for Monitoring:</b> District Family Engagement Staff, Campus Parent and Family Engagement Coordinator, Principals, Coordinator of Assessment, Bilingual/ESL Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 2, 10, 15</p> <p><b>Funding Sources:</b> Technology, Training Materials - 211 - Title I, Part A - IR, Training Materials - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> District CCMR staff will engage parents, students, and community by hosting informational events related to graduation requirements, endorsements, course selections, advanced academics, dual credit, OnRamps, and college admission timelines; including, but not limited to: Chart Your Course, Financial Aid workshops, Fish Camp, and Senior Summit.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and parents will have additional information to make informed choices and selections related to their academic plans during their time in CISD, which will increase their post-secondary opportunities and future successes</p> <p><b>Staff Responsible for Monitoring:</b> CHS, Academic Dean, Associate CCMR Advisor, CTE Director, Director of Fine Arts/UII Academics, Principals, CALs, Counselors</p> <p><b>Problem Statements:</b> Student Learning 14, 15, 16, 20 - District Processes &amp; Programs 10, 15</p> <p><b>Funding Sources:</b> Human Resources - 199 - General Fund: High School Allotment, Human Resources - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Implement Little Lions, a story time held on campus, for PreK students and families. During this time, a social worker will be present to distribute resources. Home activities will be shared that will promote literacy development to support Parents as their Child's First Teacher. Families will be able to check out books.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased families engagement, Increased familiarity with school culture, Improved early literacy skills</p> <p><b>Staff Responsible for Monitoring:</b> Librarians</p> <p><b>Funding Sources:</b> Training Materials, Books, Activity Supplies - 211 - Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> CISD will elevate achievement and equity for Emergent Bilingual students by conducting one Parent, Family, and Community Engagement Fair.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and families will explore programs, activities, and community resources for literacy, health, and social-emotional support.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Coordinator and Bilingual/ESL Specialists</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 14</p> <p><b>Funding Sources:</b> Speaker, Technology, transportation, child care. - 263 - Title III, LEP</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. <b>Root Cause:</b> Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.</p> <p><b>Problem Statement 2:</b> More than half of our students are leaving primary grades below grade level in writing. <b>Root Cause:</b> Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.</p> <p><b>Problem Statement 5:</b> Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. <b>Root Cause:</b> Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.</p> <p><b>Problem Statement 6:</b> Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC). <b>Root Cause:</b> Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.</p> <p><b>Problem Statement 14:</b> 85% of high school students did not score at or above the college level on SAT, ACT, or TSIA. <b>Root Cause:</b> Students are struggling with the content of the exams and need more curriculum support in the form of spiraled ACT and SAT information embedded in core academic areas.</p> <p><b>Problem Statement 15:</b> 37% of students taking an AP course scored a 3 or above on the exam. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 16:</b> Zero CCMR Outcome Bonuses have been awarded to Castleberry ISD. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 20:</b> The percent of career or military ready annual graduates that earned an Industry-Based Certification is anticipated to be at 28% for the 2022-2023 school year. <b>Root Cause:</b> The new CCMR accountability system has removed the MOS certification. Other certification opportunities must be identified and added to our program.</p>
District Processes & Programs
<p><b>Problem Statement 2:</b> Student attendance has dropped below the 95% budget threshold. <b>Root Cause:</b> Parents do not understand the importance of regular school attendance.</p>

## District Processes & Programs

**Problem Statement 8:** There has not been an efficient system for tracking parent and family engagement. **Root Cause:** It is tracked at the campus level with sign in sheets versus a database of activities documenting parent and family attendance.

**Problem Statement 10:** Success of parent involvement events measured by attendance rather than outcomes. **Root Cause:** Lack of defined criteria for a successful parent involvement and engagement events.

**Problem Statement 11:** Many parents are unable to attend parent/family engagement events as scheduled. **Root Cause:** Parents have work or other obligations that conflict with evening events.

**Problem Statement 12:** There is limited parent feedback data available regarding district-level family engagement events. **Root Cause:** Parent and family engagement is not specifically addressed in a district wide survey.

**Problem Statement 14:** There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. **Root Cause:** Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.

**Problem Statement 15:** There are limited opportunities for REAL Family Engagement that promotes academic and behavioral partnerships. **Root Cause:** Staff have limited training and understanding of REAL Family Engagement.





**Goal 2:** Enhance Trust and Confidence in the District through Effective Communication

**Performance Objective 6:** Utilize multi-tiered systems of support (MTSS) to ensure that the social emotional needs of students are met.

**Evaluation Data Sources:** Behavior and Counseling Data  
SABERS Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Social Emotional Learning (SEL) time and TIER 1 lessons at each campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce discipline referrals Meet requirements for bullying instruction</p> <p><b>Staff Responsible for Monitoring:</b> Director of School and Student Support Campus Administration</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase the effectiveness of Tier III behavior intervention plans by monitoring the implementation and support through the use of campus MTSS trackers and associated Special Education referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the timely intervention of students with behavior needs, and decrease in the number of ED referrals .</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Department, Director of School and Student Support</p> <p><b>Problem Statements:</b> Demographics 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop and implement clear roles and responsibilities for student services, social workers, and educators in the area of behavior and Social-Emotional Learning (SEL), and establish a system for ongoing monitoring and coordination among these professionals, leading to improved behavior, social-emotional well-being, and academic success as reflected in student data and feedback from stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselors Director of School and Student Support Social Workers Special Programs Coordinator 504/MTSS</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All campuses will implement the universal SAEBRS 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselors Director of School and Student Support Social Workers Special Programs Coordinator 504/MTSS Counselors Principals Teachers</p> <p><b>Problem Statements:</b> Demographics 6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Incorporate Tier 1 behavior strategies such as CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and PBIS (Positive Behavioral Interventions and Supports) into campus standardized Teacher Walk Through forms and provide feedback and teacher assistance as necessary.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals, related threat assessments, and reactive counseling services</p> <p><b>Staff Responsible for Monitoring:</b> Director of School and Student Support Counselors Principals Assistant Principals Teachers</p> <p><b>Problem Statements:</b> Demographics 6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 6 Problem Statements:**

Demographics
<p><b>Problem Statement 5:</b> The number of students sent to DAEP for marijuana/THC related offences rose by 50% in 2022-2023. <b>Root Cause:</b> Students report using marijuana/TCH to mask symptoms of anxiety and depression. THC is becoming easier to obtain in the form of vaping devices.</p>
<p><b>Problem Statement 6:</b> During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12% <b>Root Cause:</b> Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers.</p>

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 1:** Assign adequate resources for the maintenance, renovation, and construction of facilities to provide quality learning experiences for all students.





**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In May 2024, a school bond proposal will secure approval from the majority of the community stakeholders, resulting in a successful ballot initiative and the allocation of funds to improve the high school infrastructure, with the aim of enhancing the learning environment, ensuring student safety, and promoting academic excellence.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated and new facilities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Director of Technology, Cabinet</p> <p><b>Funding Sources:</b> Construction Budget - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Updated and new facilities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Director of Technology, Cabinet</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 19</p> <p><b>Funding Sources:</b> Construction Budget - 199 - General Fund, Capital Improvement Projects Budget - 199 - General Fund, Replacement Plan Budget - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Define, document, and implement clear job duties and responsibilities prior to September 1, 2023 for each manager position within the maintenance department to promote organizational efficiency, reduce confusion, and enhance accountability within the department to improve the response time for maintenance requests.</p> <p><b>Strategy's Expected Result/Impact:</b> Clear &amp; Concise Information. Increased Response Time for Work Order Completion</p> <p><b>Staff Responsible for Monitoring:</b> Auxiliary Services Coordinator &amp; Maintenance Supervisor</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 23</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 19:</b> Inability to generate sufficient funding for the Castleberry High School Addition and Renovation Project <b>Root Cause:</b> Lowered bond capacity and increased cost of building materials and labor in the DFW area.</p> <p><b>Problem Statement 23:</b> Increased response time for maintenance requests. <b>Root Cause:</b> Unclear job duties and responsibilities prior for each manager position within the maintenance department to promote organizational efficiency, reduce confusion, and enhance accountability within the department</p>





**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 2:** Allocate budgeted funds and resources to operate and renovate existing and future facilities that provide quality learning spaces for all CISD students.

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Investigate and explore funding resources (grants and state programs) for safety and security educational programs and for future growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Balanced budget, Title funding, NOGA</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services, Assistant Superintendent of Student Services, Facilities and Operations, Director of Technology, Cabinet</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create, update, and revise a Long Range Strategic Plan, Capital Improvements Projects List, and Replacement Plan (Purchases/ Frequency).</p> <p><b>Strategy's Expected Result/Impact:</b> Updated and new facilities</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities and Operations, Executive Director of Financial Services, Cabinet</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 20</p> <p><b>Funding Sources:</b> Capital Improvement Projects Budget - 199 - General Fund, Replacement Plan Budget - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 20:</b> To forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan <b>Root Cause:</b> Rate of inflation and availability of supply inventories</p>

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 3:** Continue to be fiscally responsible and maintaining a healthy budget and fund balance while sustaining current equipment and planning for future needs over the next five years.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Castleberry ISD will continue to review, monitor, and revise the CISD Energy Management Plan.  <b>Strategy's Expected Result/Impact:</b> Efficient Energy Bills, Facilities, and Operations  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities, and Operations  <b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Castleberry ISD will continue to provide state of the art technology throughout the district, including free and filtered WiFi in student homes.  <b>Strategy's Expected Result/Impact:</b> Staff and student technology devices are included in the 5 year replacement plan, All students can connect to the Internet at home to continue their learning  <b>Staff Responsible for Monitoring:</b> Director of Technology, Teaching, Learning, and Innovation Department  <b>Funding Sources:</b> - 199 - General Fund - \$285,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Castleberry ISD will continue to review, monitor, and revise the Long Range Replacement Plan (Purchases/ Frequency).  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities, and Operations  <b>Problem Statements:</b> District Processes &amp; Programs 20  <b>Funding Sources:</b> Replacement Plan Budget - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Castleberry ISD will continue to review, monitor, and revise the Capital Improvement Projects List.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities, and Operations  <b>Problem Statements:</b> District Processes &amp; Programs 19, 20  <b>Funding Sources:</b> Capital Improvement Projects Budget - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Castleberry ISD will continue to review, monitor, and revise the Construction Budget. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities, and Operations, Executive Director of Financial Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 19:</b> Inability to generate sufficient funding for the Castleberry High School Addition and Renovation Project <b>Root Cause:</b> Lowered bond capacity and increased cost of building materials and labor in the DFW area.</p> <p><b>Problem Statement 20:</b> To forecast and budget for future expenses as it pertains to Capital Improvement Projects and the Replacement Plan <b>Root Cause:</b> Rate of inflation and availability of supply inventories</p>

**Goal 3: Implement Effective and Efficient Operations**





**Performance Objective 4:** Create a safe and orderly learning environment ensuring all staff and students are trained on safety policies, procedures, and protocols along with providing an effective system for safety communication.

**High Priority**

**HB3 Goal**

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved school safety for students, staff, and visitors. Clear &amp; Concise Communication to all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities &amp; Operations, CISD Police Department, Safety &amp; Security Coordinator</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 22</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review, revise, and regularly conduct safety drills, including fire drills, lockdown drills, shelter-in-place drills, and parent reunification drills according to the safety timeline to ensure that all staff, students, and parents are familiar with emergency procedures. Evaluate the effectiveness of these drills and make necessary adjustments based on feedback and observations.</p> <p><b>Strategy's Expected Result/Impact:</b> To better improve the overall school safety for students, staff, and visitors. Clear &amp; Concise Communication to all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities &amp; Operations, CISD Police Department, Safety &amp; Security Coordinator, Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Over the course of the next year, the district will establish a systematic collaborative process to regularly review incident reports, conduct weekly campus safety audits, and actively seek feedback from staff, students, and parents, with the purpose of identifying areas for improvement in the Emergency Operations Plan (EOP).</p> <p><b>Strategy's Expected Result/Impact:</b> Clear &amp; Concise Communication to all stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities &amp; Operations, CISD Police Department, Safety &amp; Security Coordinator, Campus Administrators</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 22</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Hold two informational sessions, workshops, or community forums to educate parents about safety measures, encourage their involvement, and address any concerns or suggestions they may have.</p> <p><b>Strategy's Expected Result/Impact:</b> To better inform parents, staff, and community members in crisis situations and equip parents with the tools to be proactive with their children's social media interactions.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities &amp; Operations, CISD Police Department, Safety &amp; Security Coordinator, Innovation Leaders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Enhance the school's ability to be more proactive when preventing and responding to threats, ensuring a safe and secure learning environment, as evidenced by the timely identification and appropriate management of potential threats, a reduction in incidents of violence or harm, and increased confidence among students, staff, and parents in the school's safety measures.</p> <p><b>Strategy's Expected Result/Impact:</b> To better improved students, staff, and parent communication before, during, and after an emergency crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities &amp; Operations, Communications Coordinator, CISD Police Department, Safety &amp; Security Coordinator, Campus Administrators</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 14, 22</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

District Processes & Programs
<p><b>Problem Statement 14:</b> There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. <b>Root Cause:</b> Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>
<p><b>Problem Statement 22:</b> Inconsistent and timely communication to staff, students, and parents during an emergency situation. <b>Root Cause:</b> Inconsistent communication</p>







### Goal 3: Implement Effective and Efficient Operations

**Performance Objective 5:** Implementation of School Behavioral Threat Assessment teams that conducts behavioral threat assessments to serve at each campus of the district.

**High Priority**

**HB3 Goal**

**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			
<p><b>Strategy 1:</b> Review, monitor, and train the Safe and Supportive School Teams on Threat Assessment protocols and adhere to the parental notification procedures related to suicide prevention, self-harm and other maltreatment of children.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student safety (decreased # of suicide attempts, self harm, etc.), safe and secure campuses and facilities</p> <p><b>Staff Responsible for Monitoring:</b> Safe and Supportive School Staff</p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collect, review, and incorporate data through the teacher threat assessment data questionnaire and parent interview process.</p> <p><b>Strategy's Expected Result/Impact:</b> To decrease the number and severity of threats. To be proactive in communications with staff and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Campus &amp; District Administration</p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review threat assessment cases on a quarterly basis to analyze trends and ensure fidelity of student support plans.</p> <p><b>Strategy's Expected Result/Impact:</b> To decrease the number and severity of threats. To be proactive in communications with staff and parents.</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselors, Counselors, &amp; District Administrators</p> <p><b>Problem Statements:</b> Demographics 7 - District Processes &amp; Programs 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 5 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 7:</b> In 2022-2023 CISD reported over 100 threat assessments. <b>Root Cause:</b> More students are in crisis and experiencing trauma. They are in need of more support than in the past.
<b>District Processes &amp; Programs</b>
<b>Problem Statement 13:</b> When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. <b>Root Cause:</b> Necessary treatment is outside the scope of what can be provided in the educational setting.

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 6:** Over the next three years, enhance and expand the talent pipeline program to attract, recruit, and retain highly qualified educators who possess the necessary skills and knowledge to facilitate effective classroom instruction resulting in a 100% teacher fill rate and a 6% increase in teacher retention (from 75% to 81% or higher).

**High Priority**

**Evaluation Data Sources:** TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis, Forecast 5

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide competitive salaries and funds that impact professional learning, technology, new certifications, and increase teacher retention by at least 10 percent.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher retention, alignment to TASB salary study, higher salaries in region, professional learning plans</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Talent Acquisition, Executive Director of Financial Services, Superintendent</p> <p><b>Problem Statements:</b> Demographics 2 - District Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Anonymous staff survey platform - 199 - General Fund, TASB HR Salary Review - 199 - General Fund, After-school mentor/mentee program development - 425 - Teacher Induction/Mentor, - 255 - Title II, Part A TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff that can assist with creative scheduling that improves teacher and student performance by providing response to intervention and classroom and program assistance.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on assessments, highly qualified staff</p> <p><b>Staff Responsible for Monitoring:</b> Director of Talent Acquisition, Executive Director of Financial Services, Executive Director of Executive Leadership, Teaching, Learning, and Innovation Department, Special Programs Director</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 6 Problem Statements:**

### Demographics

**Problem Statement 2:** 42.8% of teachers in Castleberry ISD have 5 or less years of experience versus 34.6% at the state level (source TAPR 2021-2022). **Root Cause:** High turnover rate (CISD: 24.8% vs State: 17.7% (source TAPR 2021-2022)).

### District Processes & Programs





**Problem Statement 3:** Although we began the 2022-2023 school year with all content teachers hired, for 2023-2024, we are still attempting to fill (7) teacher vacancies, including special education, Math, Science, and Bilingual and regular education. We are experiencing little to no qualified applicants for these positions. **Root Cause:** While we increased the turnaround time for hiring and onboarding new staff in 22-23, the number of qualified candidates nationwide is very limited. While our compensation package is competitive for base pay, athletic/fine arts/degree stipends, longevity/attendance stipends, we are not competitive in content area stipends such as ELA, Math, Science, Special Education, or hard to fill positions.

### Goal 3: Implement Effective and Efficient Operations

**Performance Objective 7:** Within three years, implement comprehensive retention strategies, including the establishment of mentorship programs, the introduction of career advancement opportunities, and the enhancement of competitive compensation packages, with the objective of reducing employee turnover to less than 18% and fostering a more engaged and satisfied workforce.

**High Priority**

**Evaluation Data Sources:** TASB Salary Survey, UEA Salary Comparison Report, Retention Analysis, Forecast5

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct a staff climate survey in October (BOY) and again in March (EOY).  <b>Strategy's Expected Result/Impact:</b> Inform district and campus administration on how to support staff with academic performance goals, Results from the surveys will inform strategic planning during the current and following school years  <b>Staff Responsible for Monitoring:</b> Superintendent's Cabinet, Principals   <b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement administrative technology and a new integrated software system in Talent Acquisition to automate onboarding and retention tasks.  <b>Strategy's Expected Result/Impact:</b> Reduce the time spent from 8 hours to less than 5 hours, minimize duplicate entries thereby minimizing time of data entry from 45 minutes to 10 or less, increase time available of department staff to implement retention initiatives, such as a mentor program for teachers that are new to CISD and new to teaching as well as the Teacher Incentive Allotment  <b>Staff Responsible for Monitoring:</b> Director of Talent Acquisition, Director of Technology Operations, Executive Director of Financial Services, Management Information System Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





### Performance Objective 7 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> Climate surveys are conducted for teachers only at this time which does not allow us to capture other employee group feedback regarding campus and department climate and culture. <b>Root Cause:</b> While we have moved to an anonymous survey platform as requested by our employees in previous stakeholder meetings, we are still developing non-teacher surveys. A priority would be to distribute a culture/climate survey to other staff along with teaching staff.</p>

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 8:** Castleberry ISD will achieve a School First Rating of an A for the 2022-2023 school year.

**Evaluation Data Sources:** Monthly budget reviews, TAPR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Financial Services will monitor all School FIRST indicators prior to fiscal year 2022 audit.  <b>Strategy's Expected Result/Impact:</b> All indicators will fall within the A range  <b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 17</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Financial Services will ensure that all salary budget codes are in the correct function.  <b>Strategy's Expected Result/Impact:</b> Salary budget codes are in line with correct function and area of services  <b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 17</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 8 Problem Statements:**





<b>District Processes &amp; Programs</b>
<p><b>Problem Statement 17:</b> Was the school district's administrative cost ratio equal to or less than the threshold ratio? <b>Root Cause:</b> The district's administrative cost ratio was higher than the threshold ratio.</p>

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 9:** Over the next three years, the school district will successfully implement a zero-based budgeting approach, ensuring that all budgetary allocations are thoroughly evaluated and justified based on their alignment with academic success objectives.

**Evaluation Data Sources:** Monthly budget reviews

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Superintendent and Executive Director of Finance will discuss the monthly expenditures versus the earned revenue at each one on one meeting.  <b>Strategy's Expected Result/Impact:</b> Monthly budget reviews  <b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services, Superintendent</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Superintendent, Executive Director of Finance, and Management Information Systems Coordinator will meet after each six weeks to look at the summary of finance versus budget.  <b>Strategy's Expected Result/Impact:</b> Six weeks Summary of Finance/Budget  <b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services, Superintendent, Management Information Systems Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Financial Services will monitor yearly ADA with budget each week and review at each cabinet meeting.  <b>Strategy's Expected Result/Impact:</b> Monthly ADA/budget reconciliations  <b>Staff Responsible for Monitoring:</b> Executive Director of Finance</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor the budget monthly throughout the year with Superintendent and Executive Director of Finance to ensure expenditures do not exceed earned revenue.  <b>Strategy's Expected Result/Impact:</b> Utilize District resources effectively.  <b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue to implement streamlined and efficient business practices that leverage technological advancements and foster a culture of continuous improvement, enabling the district to optimize operational efficiency, enhance capacity, and drive sustainable growth within the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilize District resources effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Financial Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 10:** Promote and maintain a healthy environment that fosters physical, mental and social and emotional wellness at school and district events for all students, staff and the community on a daily basis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide services to address homelessness, pregnancy related services, dropout recovery, and students in alternative discipline settings.</p> <p><b>Strategy's Expected Result/Impact:</b> Annual attendance goals met</p> <p><b>Staff Responsible for Monitoring:</b> At-risk Outreach Coordinator, Assistant Superintendent of Student Services, Facilities, and Operations, Director of School and Student Support, Counselors, Principals, Special Education Department</p> <p><b>Problem Statements:</b> Demographics 5, 6 - District Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training to promote conflict resolution, healthy relationships, dating violence prevention through the use of classroom guidance lessons, character development programs, school-wide awareness/prevention activities (Red Ribbon Week, Cyberbully Prevention, etc.) and crisis prevention responsive services.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction of student referrals for violent and/or socially irresponsible behavior</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Educational Leadership, Director of Special Education, Principals, Director of School and Student Support, Social Workers, Crisis Counselor, and Counselors</p> <p><b>Problem Statements:</b> Demographics 5, 6 - District Processes &amp; Programs 14</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Increased district focus on mental health awareness with increased educational training associated with key personnel (teachers, counselors, social workers, police officers, and administrators).</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student safety (decreased # of suicide attempts, self harm, etc.), Safe and secure campuses and facilities.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Social Workers, CISD Police Department, Safe and Supportive School Staff</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 13, 14</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Form new partnerships with community organizations that provide resources to support physical, mental, and social emotional wellness.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased availability of resources for staff, students, and families.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student Services, Facilities, and Operations, Counselors, Director of School and Student Support</p> <p><b>Problem Statements:</b> District Processes &amp; Programs 13</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 10 Problem Statements:**





Demographics
<p><b>Problem Statement 5:</b> The number of students sent to DAEP for marijuana/THC related offences rose by 50% in 2022-2023. <b>Root Cause:</b> Students report using marijuana/TCH to mask symptoms of anxiety and depression. THC is becoming easier to obtain in the form of vaping devices.</p>
<p><b>Problem Statement 6:</b> During 2022-2023 the number of discipline offences that resulted in ISS, OSS, or DAEP rose from 1322 to 1500 which is an increase of 12% <b>Root Cause:</b> Need for stronger and more aligned support for supports for behavior and social emotional learning for all tiers.</p>
District Processes & Programs
<p><b>Problem Statement 2:</b> Student attendance has dropped below the 95% budget threshold. <b>Root Cause:</b> Parents do not understand the importance of regular school attendance.</p>
<p><b>Problem Statement 13:</b> When students are faced with significant mental health or social emotional issues school based resources are helpful, but additional supports are needed. <b>Root Cause:</b> Necessary treatment is outside the scope of what can be provided in the educational setting.</p>
<p><b>Problem Statement 14:</b> There are missed opportunities to address conflict, behavioral, and social emotional issues in the school setting. <b>Root Cause:</b> Teachers and other school personnel lack training in areas, such as, but not limited to restorative practices, conflict resolution, and SEL that would empower them to address these issues.</p>

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 11: Develop and maintain a strong cybersecurity posture to ensure the safety of student and staff data.**

**High Priority**

**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), Analysis of results from simulated cyber attacks to gauge staff and student cybersecurity awareness





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Perform network security audits to assess any potential cybersecurity risks</p> <p><b>Strategy's Expected Result/Impact:</b> Detect and mitigate any cybersecurity threats existing in our systems, and prevent any future threats.</p> <p><b>Staff Responsible for Monitoring:</b> Cybersecurity Coordinator, Technology Operations Department</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>				

**Goal 3: Implement Effective and Efficient Operations**

**Performance Objective 12:** Leverage innovative data analysis techniques to gain deeper insights into student performance across all grade levels and all tests, enabling campuses to develop targeted interventions and strategies that maximize academic growth and support individual student success.

**High Priority**

**Evaluation Data Sources:** Curated educator-facing live datasets from Skyward, and other information platforms

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Technology Operations Director, MIS coordinator, and MIS data clerk will strategically develop datasets which will then be promoted for educator use</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will offer more transparent access to student data, allowing administrators and educators to monitor progress in nearly real time</p> <p><b>Staff Responsible for Monitoring:</b> Technology Operations Director, MIS coordinator, and MIS data clerk</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4: Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success**

**Performance Objective 1:** Overall Performance Objective: The percent of third grade students that score meets grade level or above on STAAR Reading will increase to 60% by June 2025.





85% of all prekindergarten through second grade students will meet or exceed grade level expectations by June 2024 as measured by state assessments in Reading.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** CLI Engage, TX-KEA, Tejas Lee, TPRI, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teaching, Learning, and Innovation will support campus staff in analyzing Early Literacy, Numeracy, and STAAR Progress Indicators during progress monitoring to support the development of campus action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance on indicators monitoring student progress in Early Literacy, Numeracy, STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teaching, Learning, Innovation Staff, Principals, CALs</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses will monitor the acquisition of foundational skills by studying student work and tracking data toward skill-specific goals and adjusting instruction to meet specific needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Systematic instruction and mastery of skills.</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs, Teachers</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Early Literacy will review assessments and guiding documents with teachers during PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand upcoming content and instructional implications.</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Early Literacy will emphasize knowledge building, vocabulary, and oral language development strategies for teachers to incorporate in the learning process.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased reading comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 1, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Early Literacy will support campuses in teaching evidence-based writing responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher comprehension of text and achievement on assessments and improved quality of writing.</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Early Literacy will provide strategic interventions that focus on targeted skills using the menu of lessons that has been created.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher achievement on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Campuses will support students in setting literacy goals and monitoring their progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of literacy skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, CALs, Teachers and Students</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** 18% of prek-2nd grade students did not meet or exceed grade-level expectations for reading skills EOY 22-23. **Root Cause:** Instruction needs to be differentiated based on the acquisition of reading skills. Students need to apply the skills in text (decodables). Teachers must know their data to determine which skills have been mastered and which skills still need to be practiced.





**Problem Statement 4:** Only 41% of all students achieved the Meets performance level on the RLA STAAR/EOC. **Root Cause:** Need for more explicit and systematic instruction with scaffolding within the gradual release of responsibility model of instruction.

**Goal 4:** Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

**Performance Objective 2:** The percentage of second grade students that meets or masters grade-level expectations on EOY Writing Benchmark will increase to 70% by June 2024.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Early Literacy will support campuses by providing explicit instruction in grammar and conventions K-2nd. Lessons include explicit instruction, mentor sentences, application and creation of sentences with the new grammar/convention rule (Patterns of Power model), and STAAR formatted editing and revising practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of the conventions of written language.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Early Literacy Coordinator, CALs, Teachers</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A, - 199 - General Fund</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses will use the Gradual Release model for each genre of writing, and teaching students the writing process of planning and organizing their thoughts.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher achievements on assessments</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campuses will incorporate a writing strategy from the Writing Revolution every 9 weeks: Sentence Types, Developing Questions, Sentence Expansion, and Because, But, So.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of writing instruction K-12. Students write strong sentences.</p> <p><b>Staff Responsible for Monitoring:</b> Early Literacy Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**



## Student Learning

**Problem Statement 2:** More than half of our students are leaving primary grades below grade level in writing. **Root Cause:** Students have not mastered foundational writing skills such as legible printing, spelling, and the conventions of print, and inconsistent instructional practices throughout the district. Writing instruction is often left until the end of an instructional block or even at the end of the day. It gets omitted when teachers run out of time.

**Goal 4:** Implement Research Proven Early Literacy and Numeracy Strategies to Foster Student Success

**Performance Objective 3:** Overall Performance Objective: The percent of third grade students that score meets grade level or above on STAAR Math will increase to 60% by June 2025.

93% of all prekindergarten math students will meet or exceed grade-level expectations by June 2024 as measured by state assessment.

75% of all kindergarten math students will meet or exceed grade level on the end of year STEMScopes assessment.

60% of all first and second grade math students will meet or exceed grade level on the end of year STEMScopes assessment.

**High Priority**

**HB3 Goal**


**Evaluation Data Sources:** CLI Engage, STEMScopes assessment, STAAR


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will increase use of manipulatives to build a deeper understanding of numeracy and to interact and connect a variety of concepts in different ways.</p> <p><b>Strategy's Expected Result/Impact:</b> Gain a deeper knowledge of numeracy</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator, CALs</p> <p><b>Problem Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> - 211 - Title I, Part A</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campuses will increase the use of verbal discourse and critical writing to develop the mathematical language to express ideas and promote reasoning .</p> <p><b>Strategy's Expected Result/Impact:</b> Develop higher order math vocabulary and a deeper understanding of math concepts</p> <p><b>Staff Responsible for Monitoring:</b> Elementary Math Coordinator, Principals, CALs</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math will vertically align foundational math skills that are built on numeracy through Guiding Documents, resources, professional learning, and assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> Deeper understanding of numeracy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Staff Responsible for Monitoring:** Elementary Math Coordinator, CALs

**Problem Statements:** Student Learning 6

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

**Student Learning**

**Problem Statement 5:** Only 67% of Kinder, 36% of First, and 57% of Second are Meeting grade level expectations on their EOY STEMscopes Math Assessments for 2023. **Root Cause:** Teachers need more professional learning in content and tier 1 instructional strategies for STEMscopes Math, increased coaching for tier 1 instruction, and support on facilitating conceptual understanding and providing lesson extensions.

**Problem Statement 6:** Only 71% of Kinder, 50% of First, and 47% of Second grade met their EOY Goals in Assessing Math Concepts (AMC). **Root Cause:** Instruction and practice needs to be daily in order for students to internalize numerical fluency. Math instructional times have decreased due to the time given to PLC as well as the extended time allowed in ELA for instruction and writing.

# RDA Strategies

Goal	Objective	Strategy	Description
1	3	1	By the end of the 23-24 school year, 100% of General Education and Special Education teachers involved in a STAAR co-teaching situation will be trained in effective and intentional co-teaching practices.
1	3	2	Teaching, Learning, and Innovation will support the implementation of small group instruction, differentiation, and effective instructional practices in all K-12 reading and math classes.
1	3	3	By utilizing data from campus walkthroughs, decrease the use of the 2 low yield co-teaching strategies (1 teach, 1 assist or 1 teach, 1 observe) and an increase in the 4 high-yield co-teaching strategies (team teaching, alternative teach, station teaching, or parallel teach) over the course of the 23-24 school year.
2	6	1	Implement Social Emotional Learning (SEL) time and TIER 1 lessons at each campus.

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	10			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	16			\$0.00
1	1	17			\$0.00
1	1	21			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	7			\$0.00
1	3	2			\$0.00
1	3	5			\$0.00
1	4	2		ESSR	\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	7			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	6	1			\$0.00
2	4	6	Postage		\$0.00
2	5	7	Human Resources		\$0.00
3	1	1	Construction Budget		\$0.00
3	1	2	Construction Budget		\$0.00
3	1	2	Replacement Plan Budget		\$0.00
3	1	2	Capital Improvement Projects Budget		\$0.00
3	2	2	Capital Improvement Projects Budget		\$0.00

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Replacement Plan Budget		\$0.00
3	3	1			\$0.00
3	3	2			\$285,000.00
3	3	3	Replacement Plan Budget		\$0.00
3	3	4	Capital Improvement Projects Budget		\$0.00
3	6	1	Anonymous staff survey platform		\$0.00
3	6	1	TASB HR Salary Review		\$0.00
3	6	2			\$0.00
3	10	1			\$0.00
3	11	1			\$0.00
4	2	1			\$0.00
<b>Sub-Total</b>					\$285,000.00
199 - General Fund: High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	7	Human Resources		\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Fund: State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			\$0.00
1	1	19			\$0.00
1	1	21			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	7			\$0.00
1	3	2			\$0.00
2	5	1	Technology		\$0.00
2	5	2	Printed Materials, Training Supplies, Human Resources, Refreshments for families, Activity Supplies, Outside Trainers		\$0.00
2	5	3	Printed Materials, Training Supplies, Technology, Refreshments for families		\$0.00
2	5	5	Training Supplies, Activity Supplies, Printed Materials, Human Resources		\$0.00
2	5	8	Training Materials, Books, Activity Supplies		\$0.00
3	2	1			\$0.00
3	10	2			\$0.00
3	10	3			\$0.00
4	2	1			\$0.00
4	3	1			\$0.00
<b>Sub-Total</b>					\$0.00
215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	13			\$0.00
1	1	17			\$0.00
1	1	19			\$0.00
1	1	21			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	5	2			\$0.00

215 - Title I, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$0.00
224 - IDEA B, Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$0.00
<b>Sub-Total</b>					\$0.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$0.00
<b>Sub-Total</b>					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
1	2	7			\$0.00
1	3	2			\$0.00
3	6	1			\$0.00
<b>Sub-Total</b>					\$0.00
261 - Title III-A, Immigrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5			\$0.00
<b>Sub-Total</b>					\$0.00
262 - Title II, Part D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	10			\$0.00
1	1	13			\$0.00
<b>Sub-Total</b>					\$0.00



263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	3	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	6			\$0.00
2	5	6	Training Materials		\$0.00
2	5	9	Speaker, Technology, transportation, child care.		\$0.00
<b>Sub-Total</b>					\$0.00
425 - Teacher Induction/Mentor					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1	After-school mentor/mentee program development		\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Fund: Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
<b>Sub-Total</b>					\$0.00
410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	15			\$0.00
1	1	15			\$0.00

410- IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	18			\$0.00
1	1	19			\$0.00
<b>Sub-Total</b>					\$0.00
211 - Title I, Part A - IR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	6	Technology, Training Materials		\$0.00
<b>Sub-Total</b>					\$0.00
Federal Funds: ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	10			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	2	7			\$0.00
1	3	2			\$0.00
2	4	1	Attendance Incentives, Printed Materials, Human Resources		\$0.00
2	4	2	Printed Materials, Human Resources		\$0.00
2	4	3	Printed Materials, Technology, Human Resources		\$0.00
2	4	4	Human Resources, printed materials, technology		\$0.00
2	4	5	Technology, Human Resources		\$0.00
<b>Sub-Total</b>					\$0.00
199 - General Fund: Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00

**199 - General Fund: Gifted and Talented**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3			\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
<b>Sub-Total</b>					\$0.00

**TEA Strong Foundations Grant**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$0.00
1	1	7			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	16			\$0.00
<b>Sub-Total</b>					\$0.00